DOCUMENT RESUME

ED 121 780 SP 010 045

TITLE	HPER Omnibus.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	76
NOTE	217p.
AVAILABLE FROM	AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Essays; *Health; Philosophy; *Physical Education; Physical Fitness; *Recreation; Sex Education; Social Values

ABSTRACT

This book contains essays by leaders in the health, physical education, and recreation profession. The authors of the essays are winners of the Luther Halsey Gulick Award for distinguished service in health education, physical education, and recreation. The essays were transcribed from audiotapes now stored in the Archives and Records Center of the American Alliance for Health, Physical Education, and Recreation. There are sixteen essays. Some of the topics covered include social values and fitness, the history of physical education, man and his environment, sex education, man and creativity, and outdoor education. Biographies of the authors are also included. (RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121780

HPER OMNIBUS

. . . Comments and Concepts by Gulick Award Recipients of AAHPER

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

AAHIER

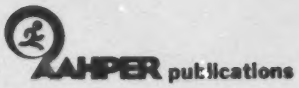
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

SP 010 045

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

American Alliance for Health, Physical Education, and Recreation



COPYRIGHT © 1976

AMERICAN ALLIANCE FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION

Printed in the United States of America. All rights reserved. This book, or parts thereof, may not be reproduced in any form without permission of the publisher. For information, address the Alliance, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

Order from: AAHPER Publications-Sales,
1201 Sixteenth Street, N.W.,
Washington, D.C. 20036

Contents

Foreword	5
Social Values and Fitness *Jesse Feiring Williams*	7
Relationships *Jay B. Nash*	19
50 Years of Physical Education *Charles H. McCloy*	33
Looking Back Over 75 Years of Work in Physical Education *Mabel Lee*	52
Some Philosophical Implications of Physical Education *William Ralph LaPorte*	66
Changing Perspectives—A Personal Journey *Rosalind Cassidy*	71
Man and His Environment *Clair V. Langton*	82
Sex Education in the Elementary School *Helen Manley*	94
A Philosophy for the Movement Arts *Neils P. Neilson*	102
The Development of Interest in International Affairs in Physical Education in the U.S.A. *Dorothy S. Ainsworth*	110
This Side of the Mountain: The View from My Bias **or** **One Perspective of Some Correlates of Movement Variability** *Ruth Abernathy*	121
People, Physical Education and Philosophy *Elwood Craig Davis*	134
Hanna Annals and Chronicles: A Sequence of Experiences *Minnie L. Lynn*	149
The Real Meaning of Physical Education *Arthur H. Steinhaus*	162
Man and Creativity *Margaret H'Doubler*	182
Outdoor Education: A Development in Curriculum and a Frontier for Health, Physical Education, and Recreation *Julian W. Smith*	191
Biographies of Authors	201

Foreword

With the United States celebrating its 200th birthday and AAHPER preparing for its 100th anniversary in less than 10 years, it is a time for looking to the past. Knowledge of our historical development gives assurance and confidence for fulfilling our responsibilities in the present and inspiration and motivation for better performance in the future.

Some years ago, farseeing officers in the Alliance began preparation for this time of interest in the past. In 1970, the AAHPER Board of Directors approved the proposal from Elwood C. Davis, as AAHPER archivist, to "tape the leaders," and Davis, together with Bruce Bennett, as AAHPER historian, began the task of making permanent records of ideas presented by the topmost leaders of the HPER profession. The intent was to preserve the spoken word of those persons who had been influential in shaping the profession of HPER over the years. In providing support for the project, the Board expressed its interest in providing the profession with "vocal-written records of the ideas, feelings, beliefs, and evaluations of contemporary distinguished leaders." They planned for a continuing project, with original tapes and transcriptions to be stored by AAHPER and duplicates to be made available to researchers, scholars, and all interested persons. The work that has already been done in the Tape the Leaders Project is thus available to make possible this special volume, offered during the Bicentennial year.

The first group selected for taping and for publication are the recipients of the Luther Halsey Gulick Award, the highest honor accorded by AAHPER to its members.

The Gulick Award, for distinguished service in health education, physical education, and recreation, preserves the memory of one of the profession's great early leaders. Gulick, who served as president of the American Physical Education Association from 1904 to 1908, was director of physical education

5

at Springfield College and director of physical education for the Greater New York City public schools; he was instrumental in the founding of the Camp Fire Girls, Boy Scouts of America, and the Playground Association of America (today's National Recreation and Park Association). His best known work, *Philosophy of Play*, is one of the foundations of the profession.

The award given in his name was first bestowed in 1923, although responsibility for selecting the recipient was turned over to AAHPER only in 1944. Qualifications state that the nominees, who must be AAHPER members, shall be "clearly outstanding," shall "examplify the best in service, research, teaching, or administration and be recognized by the membership for noteworthy leadership," and shall be persons "whose life and contributions have inspired youth to live vigorously, courageously, and freely as citizens in a free society." Awardees are most frequently chosen from nominees who are 40 years of age or over and Honor Fellows of AAHPER. The 38 people who have received the award to date thus represent the very top level of the HPER profession.

All Gulick Award winners are not included in this book. Not all have been taped to date, and others will be included in future volumes of this series.

The award recipients were asked to express their thoughts and beliefs regarding a self-selected topic of considerable importance as their message to contemporaries and to posterity. Some decided to read portions of speeches which they considered representative of their philosophy; some spoke extemporaneously about what seemed most important to them in reflecting on their careers. In the case of the deceased recipients, a representative speech or published article was selected for reading into the tape.

The material published in this volume is presented as directly transcribed from the audiotapes; each person's ideas appear as their own words and have not been edited, condensed, or excerpted. The original audiotape and transcriptions are stored in the Archives and Records Center of the American Alliance for Health, Physical Education, and Recreation. Now housed in the National Education Center in Washington, D.C., the Archives will in the future be a significant part of the proposed HPER building to be built on the land owned by AAHPER in the Center for Educational Associations in Reston, Virginia.

The Alliance is proud to make available these essays from outstanding leaders of the profession. Appreciation is acknowledged to Davis and Bennett, for instituting the Tape the Leader Project; to Patricia Patterson, for continuing the project; to J. Tillman Hall, who processed and refined the tapes; and to Kathleen Seacord, who made the transcriptions used in this volume.

George F. Anderson
Executive Director

6

Social Values and Fitness

JESSE FEIRING WILLIAMS

Gentlemen of the fraternity, it is a pleasure for me to be here tonight. I have taken as my subject this evening, the phrase "social values and fitness" because this is a time of much talk about fitness on the one hand and it is a great problem we face when we talk about social values. The point is often made that words are inadequate things failing to reveal clearly and actively any ideas except the most simple. I suppose that is what a man means when he says "words fail me" and yet words are my tools this evening because I am sure you do not expect me to give a demonstration of fitness.

Many years ago I had great delight in teaching young men how to run and jump and throw and wrestle and even do rhythmic movements. Some of you gentlemen will doubt the latter under the impression that a mazurka was as mysterious to me then as the waltz is to you now. Of course the concept "social values" suggests broad or worthy goals, the set of goals that all teachers have hoped to realize. You know teachers, of course, want their professional dreams to come true. If you appear at times to be a missionary in spirit you can justify your purposes I think to your friends by calling attention to the heathen with whom you are surrounded.

Some 35 years ago, a very distinguished professor of education said that physical education was nothing more than arms and legs and good intentions. Well, over the years the arms and legs have pretty well taken care of themselves due to certain biological impulses that need not concern us here. But our problem has ever been focused upon what good intentions did we have and how to give in. Sidney Smith said a good many years ago, "the moment Ireland is mentioned, the English bid adieu to common sense." When

This paper originally was given in 1956 at AAHPER's annual meeting in Chicago and subsequently in 1959 at Phi Epsilon Kappa's Founder's Day Meeting.

7

education is mentioned, Americans quite uniformly think of mind and forget emotional drives, social relationships, physical performances, and the sources of our common joys, the senses.

The desire to develop minds leads some persons to forget that man is a total organism with a long history of attempts to make first the spiritual and then the mental triumphant. We ought to forego the temptation to make the physical foremost. Whether we're teaching health or physical education, motor skills, or normal recreative play, we are teaching boys and girls who are wholes. Notice why it seems to me that in these days of considerable interest in fitness, you should give consideration to the purpose you've proposed to serve and find answers to the questions, fitness for what? If we are to forego the temptation to make the physical foremost, we must avoid any disposition to focus our effective energies upon biological objectives, and the same reasoning prevents us from neglecting them. We should always remember that force without proper direction or purpose is a strength to be avoided, and that direction or purpose without strength enough to make them come true is an intolerable weakness.

But today, we have more moral facts to guide us and there is less reason for us to pursue mistaken purposes. Thus, when health education centers attention upon environmental and economic factors for developing health, the purpose is confused unless we are to look to social control for our outcomes. It is certain that science teachers who are satisfied to teach the facts of hygiene with the unwarranted hope that pupils will use them, fail to achieve the outcomes that a health program ought to insure because they have ignored the motives and the impulses and the urges by which young persons select preferred actions.

It is of course obvious that muscular contractions strengthen muscles and are the chief, if not the sole source of vitality in the organic system. It is also true that the way to gain energy is to spend it, and that knowledge is—not power as Bacon says—but the source of power and there's a difference. Having said this I must say more because strength as mere strength is worth little unless it is tied to significant issues; energy is to be valued in terms of the purposes to which it is devoted, and knowledge is relatively sterile until it is awakened by a significant cause. So I suggest whatever enthusiasm you generate in devoting yourselves to fitness, the underlying purposes should be significant and an insignificant purpose is not worth the energy necessary to realize it. I think you will find the significant purposes you seek, arising out of the urgent necessities of these days. It is the voice of the nation which cries out for men and women who will defend its traditions of freedom, of liberty, and of human dignity and it is the schools which must respond to that call. Since you are teachers and play a vital part in the destiny of the nation, you will not be sidetracked by a single-minded but mistaken devotion to costumes, grades, credits, space and equipment. Such small matters are only means. On the contrary, I am inclined to believe that you may give major consideration to the

kinds of men and women the boys and girls you teach are to become. The qualities of a nation are an epitome of its people. It is related that Bruno Walter, referring to the Beethoven opera "Fidelio," said to some friends, "This music says 'yes' to all who ask if courage and sacrifice and endurance and fortitude can win against cruel tyranny." But courage and sacrifice and endurance and fortitude are the possessions of persons; these and similar traits exist in a nation only to the extent that persons possess them.

Now if you accept my introduction, you will be led to ask yourselves—what are the great underlying causes which should be the background of the tremendous human effort going into physical education, health education and recreation? What are the responsibilities of the schools for developing those traits of personality that have national value in American life? The concepts and the beliefs that reveal man's relationships to God and to other men are commonly called spiritual and moral. These concepts are a great variety. In primitive societies they consist of taboos which are rigidly enforced, often they are irrational and superstitious. Over the centuries, most of man's concern with moral and spiritual values related to God and became embodied in various religious faiths. While this relationship has not been lost, in modern times increasing attention has been given to man's relationship to other men. Because of this current emphasis, I shall use the word social to include moral and spiritual characteristics of the personality and shall not attempt to differentiate between them. Personally, I hold that Man is a part of nature and one of the many expressions of the tremendous creative forces that spins the universe. There is no known way by which we can realize our relationship to nature except by our actions and purposes with respect to persons. Whatever spirituality we possess, it is evident in our social behavior.

Let us all agree that schools have a responsibility of teaching social values to the young. The duty of teachers in this matter is imperative in a republic such as the United States of America, since a republic trusts the State to the intelligence and social sense of the people. But are there only certain teachers in the schools who are to be responsible for teaching social values? Can part of its staff be let free to concentrate on perspiration, peristalsis and vitamins? Can these special ones be free from responsibilities of social outcomes? If you say that all teachers have a responsibility for social learnings, what is the responsibility of the men of this fraternity for social outcomes? Are you content that the national leadership of our association did not cry out against the Madison Square Garden scandals in basketball and the conditions which made them possible? What positions do we take in instances of racial tolerances? What was the view of this fraternity when the College Physical Education Association met in Florida three years ago, although some of its members were not permitted to live in the hotel where the meetings were held? Do you personally follow Erasmus who proclaimed that "peaceful error is better than tempestuous truth?" Does it not disturb you that the policies of the National Association seem at times to be based on fear of controversy? Do you

not believe that national and state offices should protest against the appointment of unqualified persons to posts of great importance in our profession (and that's happened several times)?

To an observer on the sidelines, as I am, this timidity of physical education seems to betray its lack of distinctive American character. Great commercial interest trying to exploit the play of young people, real differences in viewpoint and purposes among leaders, but timid policy either shrinks from sharing in controversy or denounces it as vulgar and foreign to our cooperative spirit. But we should not fear debate, it is the proper forum for arriving at sound ideas. Trust your colleagues to debate pressing issues and in the end you add fiber to the profession. You many not secure a perfect agreement, or perfect policies, or perfect programs, but by testing your conflicting ideas you will get the best possible as long as human nature remains as the only material with which to work. Professions grow in strength by allowing everyone to advocate their errors and then by giving opportunities to discuss, debate and test them in the pages of our professional journals.

All that an individual possesses, the manners and morals, are a product of training and education, precept and example, experience and practice. It is distressing to some persons to discover that social values change in their outward forms and meanings, that the absolute in personality has accompanied the departure of the absolute in physics and that the values of another age or of other peoples may be different from our own. We need to remember, however, that we are passing through one of the great revolutionary periods in the history of the race which comes at long intervals and which are the results of forces long accumulating. Today is a period like the fall of the Roman Empire, like the Renaissance, like the beginning of the political and social revolutions in France and England in the 17th and 18th centuries. It is a time of upset in social values quite as much as in economic and political disturbance. The evidence from many sources shows a positive correlation between the disorganization of the sociocultural life and the disruption of those social values which determine the basic strengths of a nation, and it is essential in such periods of change to debate openly and fearlessly the issues that confront us, to welcome controversy, to stimulate the thought and actions and to take whatever positions in controversial matters we select because we have convictions about that position.

Clarifications of our views by a fearless discussion will reveal that in all periods of history and perhaps even more in revolutionary eras the need for social values remains. Regardless of the age in which a man lives, the stresses under which he acts or the particular kind of social organization he adopts, there persists, essential and indispensible, a set of values by which his society is maintained, and his role as a personality is played.

It is perfectly clear that in many nations of the world today, education is devotedly engaged in making a certain type of man. Every doctrine of the dictators declares confidently that it can breed men of a certain type, men with

a set of personality traits that are in harmony with the doctrine. We learned a few years ago that there is a tremendous difference between developing the intelligent and civilized human being and making a Nazi. We are slowly learning the same thing about the Communist of the Russian type. In American education, we are deeply concerned with educating our youth so that the principles of democratic life can be maintained, the worth and dignity of the individual can be respected, and the freedom of the personality can be preserved. We declare that the State exists for man and not man for the State, that government should be the good servant and at no time the master, and that the traits of reliability, dependability, self-reliance, independence, personal responsibility and courage are the attributes of free men and belong with kindliness, fair play, generosity and courtesy as the traits of citizens of a humane civilization.

But who shall insure that children develop these and similar qualities of personality? The responsibility is plural; no one agency stands alone in this matter. The home, the church, the school, the examples of adults, the institutions of information and amusement, the acts of political authorities, the merchant in his store, the neighbor across the street—all of the varied forces of a complex industrial society have a share in what the young will think about human relations and how they will react to the problems which will confront them.

It is apparent that no single social force can develop those personality traits needed in American life, nor is any single force free to declare immunity for itself in the matter. No single answer suffices and no single agency is free of responsibility. It is fitting and proper then that men who are pledged to the ideals of this fraternity consider how social values are developed in young and what their part in that enterprise might be.

In the first place, the most penetrating fact about the development of social values in school experiences is the realization that in such matters one teaches what one is. Recognition of this fact is sometimes a painful experience, and the pain comes when we look at ourselves through the eyes of a stranger who does not know what our hopes, ideals and aspirations are, but sees only our behavior. it feels almost degrading, certainly immodest to expose so much of our actual failure without at least a thin covering of some soft and silky material like ideals.

There need be no misunderstanding about this. The goddess that guards over the destiny of teachers is stern and uncompromising. She says simply, "He who would teach social values must himself possess them." The coach of an athletic team cannot teach sportsmanship if he himself lacks generosity and fairness. The teacher of health cannot lead pupils to face life realistically if he himself rationalizes his own behavior. And intellectural dishonesty shows in even the simple affairs of life. The teacher must be all of a piece of the values he would have his pupils acquire. The pupil promptly assumes that the acquisition of what the teacher recommends will be borne out of every test in

which he puts it. If there is a real connection between the teacher's code and the life he lives, the pupil will be doubly taught by both precept and example. Good teachers are forever writing after their names: "Quod erat demonstrandum."

But does this mean thatthe teacher must be the perfect personality? Well, no one is. Both teacher and pupil, struggling to achieve integration between their best vision and their best efforts, can sing with Browning:

Ah, but a man's reach should exceed his grasp,
Or what's a Heaven for.

Realization by the teacher that the best of us fail at times ought to provide a sympathy, generosity and fairness in dealing with the pupil who also fails to meet the standards that he, too, knows about. The teacher who understands failure may be of more help to a pupil than he who never slips, who never learned to pick himself up, and with renewed purpose to push on. Boys and girls are looking for wisdom greater and stronger than they possess, and all they have to guide them, at certain times, is the teacher's obvious possession of it.

Whatever lessons may be learned from failure, in the final analysis, action and purpose count. The set of social objectives that a pupil acquires are integral with his living attitude and overt behavior rather than a lesson recited or a code adopted for an occasion. If we regard personality as a distinctive mode of adjustment which an individual makes in the process of discovering who he is and what is his relation to others, then his social concepts are real forces that shape his development, modify his responses, and further enlighten his purposes. But these ideas and attitudes do not exist apart from the everyday experiences of life. They are bombarded daily by environmental forces, by the ideas and actions of others, and by the strength and persistence of his own purpose. What he learns from his environment varies according to the cues from the teacher. What the teachers have failed to learn, for instance, that struggle develops a personality, that difficulties are hurdles to be surmounted, or that stumbling blocks are challenges that can become stepping stones. Then pupiles may mistake the teaching of the environment quite unaware that the teacher has been the easy prey of weakness.

What he learns from the ideas and actions of others reflects the tremendous influence of example. We probably never improve our neighbor by talking to him, but a change occurs in him when we show some particular excellence which he may wish to imitate. The social concepts and values we have are probably never as fine as they might have been, but the great tragedy is not our low attainment but our weak efforts. Whatever the shortages in the physical environment, whatever the uninspiring examples that adults give to children, whatever influences of the group into which one happens to fall, the greatest loss in personality is the failure of the individual to get a glimpse of the final person he might become by some effort on his part. In our own time when economic opportunity and environmental forces are properly given some

responsiblility for what happens to children, it is supremely important to arouse young people to their share in personal responsibilities for outcomes and consequences.

Society has its responsibility, but individuals have them also. Society may present handicaps, but individuals are to overcome them. Society gives an inheritance; individuals are to realize all their potential in personality. Society gives opportunity; individuals are to grasp it and fulfill the obligations imposed. The mood of recent decades that expected to find the answers to all problems either in economic conditions or environmental shortages ignores the tremendous power of personal effort. What Adams, Jefferson and Washington did in founding a nation, Lincoln repeated in preserving it. Neither economic stresses of the times nor severe environmental hazards kept them and their countrymen from giving their full measure of devotion. In these days many cynically believe that the present is the worst of all possible times and in their eagerness for a better world to live in, they forget that we never get a better world by anything that we do to the world. We get a better world by better men and women giving us all an example of better living. And that better living is a matter then of personal decision, personal effort, and personal devotion.

Now the role of personal effort in either success or failure is not to be denied. Generally we are willing to accept responsibility for successful outcomes, when by devoted effort we achieve our desired purposes, we are sure we had some share in that. In such a moment we are unable to believe that the outcome was merely the inevitable result to genes in the environment. When we accept responsibility for successes we cannot shed it when we fail. We cannot eat our cake and have it too.

Beginners in the process of acquiring social values do not always understand the relation of their desires to the motives and actions of people around them. Their companions are walkie-talkie versions of values that are in harmony or in conflict with their own. In this process, some will abandon the standards that have been held and will adopt those of their classmates. This shift may be admirable and constructive, or deplorable and destructive, but it's unavoidable. As members of society we must live with persons whose values we deplore, and indeed the higher purposes we hold are not to be protected by running away from them. If the social values we possess cannot stand competition they are either pretty flimsy in notion or are the possession of flimsy characters.

Moreover, beginners have a right to expect that growth in social values will make them increasingly captains of their own souls and responsible masters of their own fate. But they ought to learn from their teachers as well as from life that the test of which Henley wrote was a continuous one of facing facts and standing up to them intelligently.

I am the master of my fate;
I am the captain of my soul.

13

In a letter to Barrie, Henley tells of the circumstances under which he wrote those lines. "I was a patient," he wrote, "in the old infirmary at Edinburgh. I have heard vaguely of Lister and went there on a sort of forlorn hope on the chance of saving my foot. I lay in one of the wards of the old place under his care. It was a desperate business, but he saved my foot and here I am." Yes, gentlemen, there he was and what was he doing during that desperate business; he was thinking that he was the master of his fate and captain of his soul. The practice of facing facts calls for courage and is developed by the persistent effort to see ever more clearly the meaning of various behaviors, and to judge for oneself, ever more truly, how well the values that one holds serve the everyday affairs. As these powers mature, the individual can deal with the issues that no one else can trust to another, no matter how much wiser he is, to decide for him. When this stage is reached, the individual is mature, otherwise he remains adolescent regardless of his age.

Children grow in social values of personality, and develop their capacity as they gain power over motor and sensory fields. In view of the century old notion of separate mind and body, it is sometimes difficult to remember that the human organism is a unity in which the function of the individual has far-reaching relationships. We think, not with the brain alone, but also with the thyroid gland, the digestive juices and the tone of our muscles. We think all over. The hand is as much mind as body. There's an old adage "where there's a will there's a way." Jersild, in his investigation, changed that to read, "where there's a skill there's a way." Young children who acquire the ability to climb a ladder and go down a slide quite suddenly gain social poise and competence that weeks of other efforts by the teacher have been unable to arouse. Much of what we want children to learn seems to come as by-products of apparently unrelated experiences

Now in the process of personality development certain norms of management seem well established. The young child needs to be loved and to feel secure, and the security he needs is his mother's arms and not old age insurance. One of the things that disturbed me the most in my last year of teaching at Columbia was to have students in class say they wanted security. I used to say to them, "No, what you want is adventure, you want a chance to make a mistake, you want a chance to pick yourself up and go on." In every trade, security is an adventure. Now I'm talking to you and you can say very properly to me, "Well at your age you need security." Yes, I do, my days of adventure are over. But don't trade security for adventure. Adventure gives you the things that are worth keeping secure. During the years of childhood and adolescence the individual will be developing a sense of trust or distrust of those around him, but trust and serenity emerge from difficulties surmounted and do not require an absence of conflict. Nothing is quite so disappointing in youth as fear and timidity. As he grows older, he gains some sense of personal independence. The desire for self-assertion needs to be guided and not destroyed. The sense of initiative and enterprise should be encouraged.

Proposals may outrun an ability and an imagination may need to be restrained at times, but the guiding principle for the development of a healthy personality requires that you should not be made to feel guilty of having dared more than could be accomplished. Pupils should succeed in some tasks, a sense of real accomplishment should be promoted in order to avoid feelings of inferiority. But this does not mean that pupils should never fail; it does demand that failure should be understood for what it is and not be allowed to assume a place for undue prominence. The effort of some teachers to require that pupils be right always is destructive of their fine integrity which can meet both success and failure calmly and recognize these two impostors for what they really are. Pupils should learn in school that it is all right to be wrong. It should be equally clear that only the careless make the same mistake again.

To build a set of social attitudes that are embodied in live convictions, the pupil needs information about what he is doing and what he is trying to do. He needs to know to what extent his desires can be realized, at what cost, and to what real advantage to him. In the tumultuous years of adolescence when the approval of the crowd, or the class, or the team, seems to be more important than the advice of the teacher or the parents, how shall he know what information is pertinent? At what cost can he afford to break with the crowd to follow his own ideals? What are the advantages of going it alone, of being different?

It is not always a simple choice between behavior of an intelligent human being and herd behavior; the line between being novel and queer and being independent and self-reliant is not easily drawn. But still the issue of running with the herd or being true to yourself remains. The young women who walk around town in very short shorts and very halting halters may be a very simple protest against herd behavior, but in Shakespeare's words, "The lady doth protest too much, methinks." In this circumstance of trying to decide between the herd and its rules, and the desire of the individual to be true to himself, there is no doubt that the principle of excellence is without flaw—however imperfect its attainment may be. If he wanted to leave the herd and be true to himself, his only concern is to be the kind of self to which he is giving allegiance. If he follows the tradition of excellence, of superior effort, rather than mere novelty or uniqueness, his future is secure. But the expression of our actions with purpose that strives for excellence in personal traits reveals a difficult course to be run. The difficulty should not be ignored.

We give no service to youth if we give the impression that excellence is easily come by, that there is no correspondence between ends and means, that outward forms can forever masquerade successfully, or that words can substitute for deeds. The greatest weakness in public education, in my judgment, today is the failure to let pupils know that fine character does not come easily, that the very traditions of mankind are wrought out of struggle, sacrifice and suffering, and that personal effort of the individual and not circumstance produces the excellent man. And yet, there are those who would

eliminate an old and immensely valuable method of developing excellence. That method is called competition. Those who understand it know that it is a method of testing It asks: Which is the better man? Which is the better way? It is important to ask: What is your philosophy on competition? Do you agree with some educators who condemn all competition whether fine or ignoble and want it to be replaced entirely with cooperative activity? Is this rejection of competition as a method of education part of a process that wears down and finally eliminates opposition? What has happened to majority rule and minority rights? In a republic the majority is given the power to control action and be responsible for its purposes. This old and practical arrangement of majority rule does not demand brain-washing of the minority. The majority must rule but there is no assumption in the American social tradition that the crowd is wiser than the wisest man in it. For purposes of a voyage, the crew does not know more than the captain of the ship.

Need I add that there's no justification at all for the bribery, misrepresentation, lies, cheating, poor sportsmanship associated with sports in some of our schools and colleges? Similar conduct in positions of trust and responsibility in business and professional fields would bring official censure and, at times, indictment, trial and punishment. But education is either too complacement or too venal to clean its own Augean stables. Nonetheless, sport should not be emasculated. Any effort to correct these educational failures by eliminating competition is like the refusal to drive a car because of the hazards of accidents. The achievement of some colleges and universities in using sport for worthwhile educational ends gives a practical demonstration today showing that it can be done.

It is the clear duty of all members of state and national associations of our profession to discover the operating policies regarding competition. Competition or no competition for growing boys and girls, has policy and practice, has social, economic and political implications in the American scene. Certainly, if the American dream of the highest possible development of the individual is to be attained, then the person rather than the state will be a consistent objective in our philosophy. Is it in yours?

The "excellent man" writes Jose Ortega, "is urged by inner necessity to appear from himself to some standard beyond himself, superior to himself, whose service he freely accepts." Whoever sees farther and performs better than his neighbor is in the fine traditional sportsmanship, that neighbor's servant, but small minds, fearing excellence and hoping to avoid comparison, would deny excellence a place of any prominence. These are the persons who desire to live as they please, forever satisfied with what they are now; they belong to the herd and their actions are no better than those of the herd. If one proposes to be a person and to abandon the convention of the herd, he must accept the rigorous demands of excellence or sink below the herd.

From my remarks, you will have the impression that I regard the teacher as an important person in the development of social values in the young. This

idea is not new with me. It has an ancient and honorable lineage. When the battle for free public school education was won in America, the slogan of that campaign was "More schools fewer police." It was argued then, and has been the abiding conviction since, that the teacher was to instruct the young in social concepts. As teachers are we doing our job? If one were to judge by the amount of juvenile delinquents today, by adult crime, by the growing number of youngsters who are addicted to narcotics, by the increasing number of men and women who are suffering from psychosomatic disturbances, by any of the many evidences of disillusionments and frustration in our population, then all the agencies responsible for personality traits of Americans have failed miserably. I do not know what portion of that failure should be placed at our professional door, but you might very properly ask yourselves that question. If you conclude that you share the failure, then action must be taken. you cannot develop an effective policy in obscurity, and like M. Micawber, trust to chance that something will turn up.

If you conclude that as teachers in health education, physical education or recreation that you have a rightful share and a responsible part in teaching social values to the young, you may wish to ask your state and national offices to develop a more positive policy in this direction and then check on their accomplishments. Surely a new policy can make it quite clear that those who care a little about what happens to youth are permanently on the side of clean competition, good sportsmanship, fair play, generosity, kindliness, tolerance and good will. How far are you willing to go in giving your professional code of ethics the support of a national committee which would study and report upon unsocial and unprofessional behavior? Medical staffs bar from hospital appointments those physicians who have records of unprofessional conduct, and bar associatons enforce high standards for admissions to their memberships.

Would it be worthwile to ask what is a profession? The major departments of our universities should be able to provide an answer. But would you accept an answer given by a major department whose chief qualifications for existence was its ability to provide a safe but unscholarly berth for athletes?

Let us remember that we are the trustees of a great humanistic movement that began with the Greeks of ancient Athens and over the centuries has enshrined in its memories men like Aristotle, Young, Hitchcock, Sargent, and McKenzie, and women like Delphina Hanna and Amy Morris Homans. One last word, whatever gains our young people make in strength and vitality or in fitness, we have failed in our responsibilities unless these biological assets serve high causes and worthy purposes. Strength and force without social consciousness are too terrible to contemplate. They are the ready tools of gangsters, criminals, tyrants and dictators. They could also serve the finest social behavior. At times some of our friends seem to be only interested in muscles, or nutrition, or perspiration. I have hoped that in all schools and colleges we could broaden our purposes, grasping that larger hope. I believe

that we will not always measure our achievements solely by the number of games won or the number of pull-ups we master or the test of strength we passed, but also by the boys and girls who have acquired worthy social traits of personality.

18

Relationships

JAY B. NASH

Tonight I am going to work with you a little on what I call relationships. We are in a profession that is called health, physical education, and recreation. I came up through the period when we changed our name three times, from Physical Education Department to Physical Education and Recreation, and then to Health, Physical Education and Recreation. Essentially we are not a Health Department, and essentially we are not a Recreation Department. We probably should be called Health Education, Physical Education and Recreation Education; but it is a clumsy name.

At Brigham Young University I had the privilege of changing the name a little. Under the impetus of the Mormon Elders, it was required to head the Department by the word "recreation." So we had to become a Department of Recreation. From there on I was privileged to put on the rest, and chose to put on the title "Physical and Health Education and Athletics," for the reason that I wanted to move the word education nearer to the word health—Health Education. Because essentially we are not health. We have some contributions to make to health, but rather minor. We have exercise and do other things, but when you think of all the problems that have to do with the prenatal life of a child, the child's own dentists, public care nurses and sanitary engineers, and a thousand and one other people who make a contribution to health, you begin to see that our contribution is only one of the splinters in it.

Likewise we are not essentially recreation. In speaking to classes of this type, usually two or three times a year, either here or up-state, I practically always get the question, "What are our responsibilities in recreation?" and I have accepted a rather limited analysis of that. Outside of your summer program, where you may have a city recreation program that covers a whole gamut, essentially our contribution is in the field of sports and games, things of that type. I can't see where we can be responsible for recreational areas in art, in

music, in literature, in ceramics and a hundred and one other splinters for the simple reason that most of us do not have the skills in those areas. Therefore, recreation must be defined much more broadly and I will attempt that a little later on.

Now in spite of the backdrop that President Kennedy has given us on fitness, and it has been significant, we have our problems. We have to face what seems to be a rising tide of emphasis on what they call the "fundamentals." I say that in quotation marks because the "fundamentals" mean science, history, literature and a few others not usually including mathematics. That has come about because of the scientific trend of the last few years—the zest for us to keep ahead in the world at large. Even in this state what I think in some ways is a backward step, the new certification of elementary education, requires a depth study in four areas: mathematics, science, history, including some social studies, and English with emphasis upon English composition. Each elementary teacher now must take a depth study in one of those four, disregarding entirely the art area, vocational area, music area and the physical education area. They claim at the state office in Albany that this will induce boards of education to hire specialists who will go from the top to the bottom, through all grades in any one of these areas, and they will get better teaching all the way up. But there is no guarantee of that at all. And it is stifling to establish our place in the school system and in the community.

We have some handicaps beyond that. We have a handicap, for example, that a great many people interpret physical education in only terms of inter-school athletics, or broadly speaking, maybe intramurals; and do not see the broad phase. You will be interested to know, as you already know, that the President's Council on Youth Fitness has within the last month or so been changed to the President's Council of Physical Fitness which includes adults as well as youths. Well, our problems are significant and sometimes we get discouraged. I was telling Dr. Gabrielson on the way out about President Kennedy's dream. You may have run across this before, it's been going over the country. In the dream before him appeared President Lincoln and he said to President Lincoln, "I have many, many troubles," and he delineated them. He went into the problems of Cuba, Russia, Laos, Vietnam and the trouble with the southern Democrats and outlined them for about a half hour. Finally he looked up at Father Abraham and said, "Have you any advice?" Father Abraham looked at him and he said, "Young man, my advice for you is to go to the theater." Now we all know what that meant in Lincoln's life, so it may be one of the solutions.

Now may I proceed on the "realtionships." In the second part of this evening I hope that you will be ready to ask some questions. Some of the things I am going to say will be controversial, and therefore they will be subject to a considerable amount of questioning.

I have already indicated to you the educational phase of all these areas (physical education, health education and recreation education); and I

suppose I should add safety education and maybe in a modern world I should add dance education. I think we should put on education because we are training, we are educating in these areas. I often think of man not in terms of two rather trite characteristics, but more likely to talk immediately about physical, mental and maybe spiritual, but particularly physical and mental, mind and body. There are two words that I never use, physical and mental. The reason is this: we cannot separate man into physical and mental. We cannot even separate activities into physical and mental. If I wanted to be facetious, which would take a little too much time, I would take these four men right here in the fron row and I would ask them to give me an example of a physical activity. Likely (and I have tried this hundreds of times) they would give me track & field, baseball, running and jumping, and a few other types of things. And then I would come over to these three people right here, who look a little more intelligent, and I would ask them for a mental activity and they would most likely give me some kind of a problem in arithmetic or geometry and might even be broad enough to say chess or thinking. And then I would have their limbs sawed off and I would immediately begin to torture them. I would have said to you, "You said baseball? Well, does baseball have nothing to do with the mental? It doesn't involving thinking, doesn't involve coordination; it's all a muscular activity. If a young pitcher is on the mound, season catcher there and it's toward the end of the game, with a man on second and third and Yogi Berra is up, or Mickey Mantle, or Willie Mays, the catcher doesn't do any thinking at all, does he? How should I pitch to him, should I put him on first base, what shall I do? Doesn't he think?" It is probably one of the most intense thinking situations that he probably ever goes through. He has to make a judgment based upon the pitcher, based upon the batter, and based upon the score. It is a matter of judgment. Now I want to hear you say that your problem in geometry or problem in chess is merely a mental mechanism, a nerve mechanism, brain mechanism, and it has nothing to do with coordination, nothing to do with past experience. So we would come to the conclusion, I hope, that all activity is what we would call "physical," "mental." But that is one of our handicaps today, because the minute you say physical education, somebody else is going to say "mental education," therefore they're contrasted. And in the contrast you are always going to be the bottom of the totem pole. Mental education has to do with thinking and the fundamentals are always going to take precedence over your physical side.

So I'm inclined to use four levels of development. And my students are inclined to say, if they should wander into a cemetery in the few years to come and see this particular design on a tombstone, they would know that I have passed on to my reward, and I was there. The phrase that I use is something like this. Here at the bottom I call the organic, that has to do with the body. That body is muscle, nerve, mineral, glandular; it has all the makeup of a total organism and nerves are part of them and the ganglia in the brain is a presiding

officer. That includes everything, not just muscles; but muscle, nerves, glands, everything. Now we know something about that organism and we're dealing with it, probably more specifically than any other group. The organic development, probably at its highest level, I would call the high level of health, efficiency, or I would also be inclined to call it *fitness*.

When you begin to talk about fitness, what do you mean? How do you get fitness? You get fitness in no other ways than the ways we've known many years through our whole broad physical education program and a few other associated things that we have with it, and that becomes our basis. If we were to think of health, we would think of the ability to perform a task, ability to resist fatigue, ability to recover quickly. These are the signs of top efficiency. Call it fitness, call it endurance, call it health. It is the ability to perform a task, finish it and have some reserve left—organic development, power, or as Kipling would say, "to make your heart and nerve to serve your time long after they are gone." Let's hold on when there's nothing in you except the will which says to you, "hold on"—"power." That's organic development. Now we know something about that. We know how it's developed. We know it in the training of race horses or in greyhounds. The same principle is involved in human development. That which is used develops. Just keep that in mind as a principle and it has never been disputed. That which is used develops and that which is not used atrophies. We know some principles on that which are very, very important. Even some very odd applications are being made to this use, this theory to use not to abuse. It's of the standby that we build up, as a horse trainer builds up. I've known a good many men who train horses and many a young filly goes 3 days a week, 4 days, 5 days, a certain distance. Then the 6th or 7th day they let her out for her limit; but they don't send her to her limit every day. We sometimes seemingly have track in some of the basketball cities of Indiana and Illinois where they would run as many as 40, 50, 55 basketball games a season.

Now we got another reverse of that which has been developing very interestingly in the past few years, and that is the law of disuse. I have picked up here, when I left the office this morning, a release from the American Medical Association entitled "The Vogue of Rest." I call it the abuse of rest. There is such a thing as abuse of rest because with rest comes atrophy. Now he goes ahead and reviews quite a number of things that we have known and is very caustic in his criticism of what he calls bed rest. A doctor will sometimes say total rest; of course there is no such thing as total rest. You can't stop certain vibrations of the human body. You can't stop the respiratory mechanism. You can't stop the heart beat which involves a certain amount of exercise. What he means is what the average parent thinks, putting the child to bed, cutting down rest. He has called attention to the fact that so many times undue rest means actual harm. Then he goes ahead and I'm reviewing this from him, and he calls attention to two or three conditions, calls attention to the difference in the procedures now as compared to a generation ago.

There was a time, when I was young, that a hernia operation or appendix operation meant putting the individual to bed for a week or 10 days, at the end of which the individual was so weak he couldn't stand. We had the same thing in the case of child delivery—5, 6, 7 days. Now what goes on today—second morning they swing them over the side of the bed and the patients dangle their feet. Next morning they stand and walk around the bed. The third morning they walk down the corridor and othertimes on the fifth morning or at least one day later they're home, and they have maintained their strength. A great many women have gone home from delivering a child after having spent that amount of time in bed, to be thrown right into a family situation—maybe with another child to take care of, or if not another child someone that is worse than a child, their husbands. And the woman gets weary and oftentimes pneumonia and half a dozen other complications begin to set in because the individual has lost her strength. But now, maintains itm We've had that in pioneer days. We've had the pioneer days where the trek for the West where the women would stop only for a few hours for the delivery of a child and then within 24 hours would catch up with the caravan and go on. I've seen Navaho women in their last moments of pregnancy dig their own little ditch, their own little foot and a half deep grave in which they would put wood in the bottom, develop a heavy layer of coals, then put on four or five inches of dirt so they would have plenty of heat there, do it themselves. Then deliver the child and within one or two hours, carry the child back to the hogan and continue the day's work. Possibly, that is the abuse of rest. And of course that's an application in many. many ways. I can't read all of this article, but it's important because it comes from some of our leading physicians in the nation. It has to do also with old age. If you want to go to your grave early, then just stop doing anything, and you will almost be fulfilled very quickly. An individual keeps going, keeps on doing some things, He can cut down a little but it doesn't necessarily mean coming to a full stop because just as soon as you do, deterioration begins and begins very rapidly. Development of the organs, the same principles apply to a filly, or a dog, as they do to a young child. Therefore on that level I don't see a whole series of fitnesses; physical fitness, social fitness, organic fitness, mental fitness, financial fitness, and a few other types of things. I see *one* fitness and that is the ability to perform a task as recover quickly.

You get confused if you have all these health phases. I'll touch upon some of these a little bit later, but let me finish this. I'm coming down some morning to the university, and somebody says, "How's your health?" And then I say, "Which one?—mental, marital, physical, financial, social, economic—which one?" I don't know what to talk about. President Kennedy goes and talks about the health of the nation. He's not talking about the physical capacity at all; he's talking about their economic capacity. I would like to limit fitnesses then to this level and call it fitness. That doesn't mean that health or fitness is the ultimate objective of life. Seems to me that what you do with your health is

ultimately going to be much more important than the state of your health. We have had people who had very limited organic capacity. They cautioned Elizabeth Barrett Browning against continued working. And she said if working means headaches, perhaps I prefer headaches and she went ahead. Robert Louis Stevenson claimed never to have a well day in his life, never a sound sleep, and yet from the pen of Robert Louis Stevenson we got some of the most joyous children's rhymes the world has known. "How would you like to go up in a swing, up in a swing so high, how would you like to go up in a swing?" A childhood rhyme from a sick man? But he went on and he kept on, and preserved what he had. I want to think in terms of organic development, where we have a special responsibility, where no one else in the school has a comparable responsibility. I might almost say that where no one else in the school has any responsibility, we have to take it.

Now on the next level I like to think in terms of living and experience, growing older; the individual acquires some skills. I would, it I wanted to be a little high brow, call them neuromuscular acitivities, but here I will just call them skills. He gets coordination, learns to walk, and you might be aware of it right now, that every skill we have is a learned skill. Walking is a learned skill. If you don't think so, think back to when your year-old child started to take his first step. Standing with feet apart, trying to balance, he takes one little half step very carefully and then goes over on his nose. Let him go because next time he'll be a little more cautious. Don't pick him up every time. After he takes that half step, then eventually he will take a full step. Then he has to throw his shoulders back and then he has maintained an erect posture. If you look out along the sidewalk block and see everything is clear, you don't appear to do any thinking. But if there's a flag out there on the pavement somewhere, you've got to make a new judgment. You've got to take the situation back into the cortex, decide what to do. Even our good friend, Dr. Gabrielson, halted befor several puddles and said, "Can we make it?" Well, we didn't know, but we had to make a judgment, and we made the judgment and we found it good. But the skills are learned. Let me say this one thing about skills for you to remember. A skill once laid down in the nervous system is never lost, regardless of how old you get. You may not have your organic power to put in quite as much energy at 60 or 75, but the skill is there. I've tried that out with many graduate students about your age and your background. You pick out an individual and say, "Did you walk on stilts when you were a child?" "Yes." "Then you can do it right now." He gets up on those stilts and starts off and even does a two-step. If I say, "Did you go on stilts as a child?" and he says "No," then I say, "You're going to have trouble." He has to learn it; the skill problem laid there.

Now here comes one of the very fundamental principles of long term physical education, where you're caught in the horns of a dilemma. One hand against the dilemma has to do with the fitness of the youth at ages 15-18 right now. That's what seems to be stressed today, comparing our youth with those

in Germany and Austria. Matter of fact, those tests are not very valuable. Comparing two schools in Philadelphia, the range of difference was wider than it was between the total record in this country and Germany. It depends upon a lot of things in the background. The other hand of the dilemma has to do with laying down these skills into a pattern so that they will be available into the 20s, 30s, 50s, 60s, 70s, and if you happen to be the King of Sweden, in the 80s, for he was playing tennis.

Now the question is, can you do both with the time you have, with the equipment you have, with the staff you have? My own feelings are that our present day youth are in pretty good condition. When West Point says that it can take the average child without any organic disability and put him into complete physical shape within 6 weeks, my theory is that there is not too much wrong with youth. I am worried, however, about these people in their 20s, 30s, and 40s when they begin to get into business offices, take on a little more weight, have little exercise, and they do not have any varied pattern in skills that they want to do. However, I have a friend that lives right over here on the island. His wife says that John comes home every Wednesday night on the 6:15, the only night of the week that he comes home on time. I said, "What happens on Wednesday night, do you cook a good dinner?" She said, "No, he plays badminton over at the high school." Now that was a pattern and you can't keep it away from him. You get a boy with a pattern in fishing, skiing or a half dozen other things, and there will be a drive to carry on.

Now may I move to three and then four, and then I want to make some relationships. The third level, as some of you may remember, I have put as an interpretative level. In other words, I use the word interpretative in lieu of thinking, of the word mental, because interpretation means thinking. You learn to think upon the basis of the skills that you have entered into. I have an article right here, but I will not read it, from a few years ago entitled, "Those Hands." In the early days it was the coordination of these fingers, particularly the thumb and forefinger, which man developed as a basis of his thinking. He was a weak organism compared to the gazelle. He took a stone and tied some of the deer hide around it, put a handle on it, and he had a hammer. And he could control the animals, or he took a u-bow and he could control the gazelle. He didn't have the cunning of the fox or the deer or the eye of a hawk, didn't have the strength of the cobra, but he was able to coordinate. He was able to develop patterns and by the basis of those patterns he developed thinking.

Now here is a thesis that I wanted to develop, and I am developing especially with lay audiences, boards of education, teachers' meetings, and right here in the county last fall when I addressed a special group. Why does a child have to go through the same process of thinking that he did in the race, long years of time, for the race? The child covers it in a short period of time but he must get that experience. We call it ontogeny, life of the individual, parallel to phylogeny, life of the race. Therefore, skills become basic to education. Later on they put him into signs, then developed vocabulary, then developed

paragraphs, and then developed books. And you send them back to master books, where in many instances they need to go back and do some of these basic skills, farther back.

The skill learning — now here's one problem and you may bring it up later, and the question is that there is a lot of diminishing return sets on skill learning. You can't keep on giving credit, let's say, for learning unless there is new learning. Now here is the skill learning decade, then you go to junior high school and senior high school and it levels off. There is a very serious question in my judgment whether or not we ought to give any credit for physical education after we strike the plateau of skill learning, certainly not unless you can develop new skill learning. One of the people in Ohio, I was there just a week ago (incidentally I slept in the same dormitory at Ohio University where I heard in the morning paper they had evacuated 800 students because of floods, just a week ago tonight), and I said to him at that time, "You're never going to get credit for perspiration, I doubt if you're ever going to get credit for mere exercise. Because if you get credit for exercise, somebody is going to come along and say that I want credit also for sleep, which is a good health procedure. I want credit for three good meals a day, which is a good health procedure. You will be able to demand credit if you have new skill learning, telling them you have new skill learning, but you're not going to get it by throwing out a volleyball and doing the same thing grade after grade and year after year."

Now finally, we have the top here what I call the emotional level. And that's the level where we begin to develop attitudes, emotions, likes and dislikes, and loves and hates all gathered from our experience based upon all the way up the line. I like to think of man in terms of that whole total development. I like to think of him organically. I like to think of him skilled. I like to think of him in an ability to think. I like to think of him with the ability to have emotions. A week ago Saturday noon, I heard Justice William O. Douglas at the Americana in New York City warn some 4,000 teachers that we better get it on to the place where we are exercising our final emotions toward the people in the world at large, because, as he said, "There are no more bended knees in the world." Africa and Asia are no longer bending their knees. He didn't say this, "There was a time when you could send an English gunboat up the Yellow River, and China would sue for peace." But there are no bended knees in the world today.

Now with that background, may I then go to relationships. There are these three great areas. Let me give first the relationship of health to physical education. I'm going to take these terms and show an interrelationship in them on the basis of our discussion. The relationship of health to physical education is what is established. I like to think of health as, for example, mercury in a tube. It goes up and down. At the optimal level it's up here, and you have an optimum level, which is not the same as any other person. If you're going to live a long number of years, your prime requisite is to go back and pick your right grandfather, because to a large extent it is hereditary. My four

grandparents lived to be around 90, and if you're going to get rid of me now, you're going to have to get a truck. I'm not going to die any other way than to be hit with a truck. Someone said to me the other day, "Isn't it a little bit disconcerting to have another birthday?" I said, "Yes, but the alternative is worse." Now this mercury is going to go up and down. It will go up to an optimal level and it can't go much beyond that. Eventually, it will come down to that level right here and you're simply going to say she was a nice girl and send her some sweet peas.

Now I've listed a number of things to help keep that up and a number of things that pull it down. On the upkeep I put wholesome recreation, good heredity, mental and dental care, pleasant emotions, good health habits, good environment, proper exercise and so forth. And the reverse here pulling it down. Anyway we need some judgment. We're a gullible people in so many ways. We have a tendency to believe everything we hear. Somebody challenges the Marines to do a 50-mile hike, and a bunch of nitwits start to do it overnight. Worse possible thing that could happen to our whole program, it's crazy. All the good you're going to get from that exercise is going to be in the first five miles, the rest of it is on the danger side. We do the same thing with Metracal, and I could give you about 40 other types. One of my friends says that with Metracal, the first two weeks you cut out fats, the second two weeks you cut out liquids, the third two weeks you cut out calories, and the fourth two weeks you cut out paper dolls. And I have a lot of friends in the paper doll stage right now.

Basically, the relationship is this: it's the long use that I've been talking to you about, use with reason with discretion. We know how to start training. We know how to start a program a little more the next day, a little more, a little more; until you come up to your peak. If I have time I'll tell you a story I like very much. It's a story of Ben Cunningham. At the age of 7, he and his older brother were coming up the snowy road in Kansas when they were delayed because of hard wind blowing. They got into the school house late where they were janitors, threw a little kerosene on yesterday's wood that was left there, but there was a spot at the bottom of the stove that exploded, knocked over the stove and set fire to the building. The teacher coming close behind them saw the smoke, rushed in and grabbed one child by his legs and pulled him out, and that was Ben. His older brother perished. His ankles were stiffened for life, to a certain extent also his knees. Nine of his toes were burned completely off, leaving one big toe on his right foot. When he went home from the hospital, he said to his father, "I'm going to run again." "Oh," his father said, "sure son, you'll be a runner some day," knowing he'd probably never walk again. He just bird hopped, that's all he did, bird hopped to school, just jumping. He kept that up for about four years with a little more exercise and masage each day. I was in the stadium in Berlin in 1936 when I saw Ben Cunningham and Lovelock coming around that track, knowing they were going to break the world's record and the Olympic record. Side by side, stride for stride. And I

thought back to the tragedy of that boy—a little more, a little more. And I said to myself at that time, I wonder if I wouldn't give more credit to the "I will" than I would to the "IQ" anytime. Because he said, "I will run" and he did. We've got plenty of evidence, I can no more than just touch upon it.

The American Medical Association has a pamphlet entitled, "Relationships of Health to Physical Education" and they make five points. The first one is exercise and fitness, which I have been talking about, supported by men like Dudley White. Remember the heart is also a muscle — that was Eisenhower's program, not bed rest. Dangle your feet, get on your feet — a few steps today, some more tomorrow. And as far as I know, his heart is now restored as good as it ever was. That supports Dudley White's thesis, bicycle, but he wouldn't send you on a 50-mile hike. The second is exercising and the aging process. The ability to maintain, hold on to what you have, to delay this aging process, to preserve tenacity; and here I've quoted four or five of our leading physicians in the nation on this problem. "I believe," said one of them, "exercise will provide the older person with a better physical machine."

The third is exercising the heart and that I've touched upon. Then there's exercise and rehabilitation and there we have learned a lot. As a matter of fact, a great deal of our modern physical education can well be based upon what we've learned in rehabilitation, and that came after World War II. It was as though we began to recognize things. Men like Howard Rusk began to see what could be done and then under Howard Rusk we've had men like Roy Campanella. I saw him brought into a hospital in a basket to be a helpless organism the rest of his life. And last fall I saw him out in Yankee Stadium in a wheel chair, autographing baseballs and programs for boys. He'll be a paraplegic the rest of his life, his lower extremities are gone, but he's living a fairly normal life. President Kennedy's father has made marvelous progress. They found that he had been taking a residue of muscle, a little residue of muscle, but the rest is all atrophy. They can begin to strengthen and strengthen, until they can get back 70-80-90 percent of participation. Now that's the same principle that we have to work on, the development of a normal individual at any age under any circumstances.

Then they have the fifth point that has to do with recreation and weights. There is some relationship and it's not just the exercise of firmly grasping the table and pushing yourself away from the dessert. That's one form of exercise that wouldn't hurt any of you. But exercise also and weight control. We have that pretty well laid out.

I want now to go to a second relationship. We'll develop some of these as you'll question how it comes up. I want to come to the relationship between physical education and recreation. I talked to you a little bit ago about the breadth of recreation. Even getting to your age, your recreation begins to fan out like a peacock's tail. You're not all going to be football players or baseball players. Even looking at a good game, and I love to see a good game, when you get to your age you begin to fan out. One is going to be a photographer,

another is going to build a garage, and another is going to play the banjo; another is going to fish, another is going to be an archer, another a bowler, and you keep on going all over the whole ark.

Now here's a principle as it relates to physical education and rehabilitation and to our profession narrowly. I'm not talking about the whole breadth of recreation, but our responsibilities specifically. In a rehabilitation program, or in any other program, there has to be a certain amount of sustained effort. You have to keep on, sometimes beyond the place where you get a little tired. Do you remember Leslie Mitchell? I remember him saying something that night when he came so near to getting the four minute mile at the Dartmouth indoor track and held the record for two years. He said that night, "If somebody had pushed me I could have broken the four minute mile," but nobody was there to push him.

We need to sustain. Let me give you an example. It may be the muscles of our forearms here, these are the ones that Campanella worked on. You can squeeze a ball or you could exercise by flexing, but you know that gets awful monotonous. I have had people with a 3x5 card lying on the gymnasium floor flexing their muscles 40 and 50 times; it's monotonous. So instead they took him and gave him some sand paper and a piece of old furniture. They found out something in which he was interested, and they had him sand furniture to get the same exercise, but with a recreation push, a want, a will; and he got 10 times the exercise that he would have if he were just doing steady exercises.

I sat in the Explorers Club 20 years ago and the "Father of American Psychiatry" was there from Johns Hopkins. Somebody tried to bootleg some information across the table from him about what type of exercise he should have at his age. I remember him hitting the table with his fist and the dishes jumping up, and he looked over and said, "Man, you don't want exercise, you want fun!" I am one of the believers that we don't get a great deal of exercise value out of something in which we don't get fun. I know you look at me a little astonished. It's like the old doctor who used to give bitter medicine and the patients would say, "My God, that stuff is bitter — it must be good, it tastes that way!" I believe we can find enough things that will attract the emotions, so I want you to do it. I think there is a relationship, a very definite one. I know there is a relationship if you can get into the neural pattern this whole program of things to do. I would like to see a world revolution that would stop your nephew from playing golf. At 14, wasn't he one of the amateur champions? He's a good swimmer too, isn't he? He's a good athlete all around. I would like to see someone stop him fishing until he's a hundred, you can't do it!

Well, I'm just about as bad. I'll go out in the swamp and gather a lot of green frogs. They have to be just the same size and same shape. I'll row a mile and a half across the lake; I wouldn't do it for anybody if they paid me $40 an hour. I'd get my hands all calloused and blistered; drop down this green frog, some small-mouthed bass runs for it, and I eventually get him. On the way home I

row back by my neighbor's house, throw my bass on the dock, and then go home and fry a hamburger. Now if that isn't a sign of an idiot; it's just crazy. How do you explain that to your wife or anybody? There's no explanation! One fish a day, I'd like to get more, but if there's just one day, it hasn't been a wasted day.

Now we're at retirement. Slowing up a little bit doesn't mean coming to a complete stop. No matter what social position or income a person has, life has a quick way of disposing of those non-workers and inactive persons. Time should never be a lazy man's dream of doing nothing. The brain that has never been used to its upmost capacity is more likely to atrophy than a brain that has been active over the years, and the same applies for the body. Therefore, you've got to have that recreational idea. One of the reasons why I never go to St. Petersburg is that I just hate to see people die — waiting, waiting, waiting. In the interim they get up, sometimes pick flowers, play shuffleboard, and that is a great exertion. But I don't want that type. I want somehow to die with my boots on, going to one more flooded area in this country, and I'd wade through it if I had to.

Now I've come to the last relationship, and that is the relationship of recreation to health. That is, discussing physical education and recreation from the rehabilitation side, the power-building side of physical education, recreation and health. I have here in front of me what in my judgment is 7½ pages of the most significant pages I've ever read. They came from the late Harold G. Wolf, head of the neurology department at Cornell. As a medical man and as a neurologist, he comes out with a fantastic statement that hope and faith are medicinal, that hope and faith are remedial. Since that time, Howard Rusk has added, "We have found ways to heal the body, only to see it drop back into dehabilitation through the lack of interesting recreation to do.' And that was only a week or 10 days ago. We have a dual responsibility here. One of them has to do with the stress and the strain of modern day, the tension. How are you going to solve tension? You can't eliminate it. It's going to be with us. A lot of it is blind tension, hands out of the darkness. You can't see the body or who they are, grabbing at you.

This book *Organization: Man*, indicated that in the two studies that they made, one in Pennsylvania and one in the outskirts of Chicago, that if the paychecks of those people were cut off, the average individual could survive 31 days, that is until the money was all gone. Refrigerator, car, health insurance, house, what-not — these are the blind hands reaching out to grab you. At least in the early days, you saw your enemy. Might be a panther, might be even a forest fire; but you knew where it was and somehow could comprehend it. Today you can't!! Now comes Sir Ogleby of London, saying if you cannot relieve stress you'll have to break it, break the chain. Only in recreation can you break that chain. The kind of ease your mind needs in a machine civilization is some spare time, task, or occupation that makes some calling for intelligence, restores self-respect, transforms you from a carbon

machine to a man among men. The individual has something to do. I could give you just dozens of illustrations, in this relationship to health. I have a friend who recently retired from one of the factories in Newbedford, a mechanic and a weaver. His daughter, a college professor, knew that he wouldn't have long to live with nothing to do, so she got out a mimeograph sheet of paper and sent it out to hundreds of his friends. "If you have any old pots or pans that need repair, something that needs a handle, a fork, a knife, or anything, wrap it up and send it to daddy." We used to wrap them up, and in two or three weeks they'd come back with a new handle, all repaired. He had a wonderful place in his basement. It kept him busy, kept him happy, and he lived on for 20 more years. He wouldn't have lived 20 weeks without it. Something to do!

Therefore I come to this concept of activity. The moment you get into action, the law of attention, in which you concentrate with those fingers, other things seem to drop right off. That's the same thing with our skills in golf, in badminton, or working on a lathe, many of those types. You can't simply say I won't worry. Susie's got to have her tonsils out and Johnny has to go to the hospital; the grocer hasn't been paid; there's no coal in the basement; the rent's back. But don't worry! Just take it easy, just forget about it, just relax! You can't do it! You've got to somehow have something to do, even to forget those emergencies.

I remember back 10 years, after a day which was spent on the telephone, talking to graduate students, trying to help out on a thesis til you got so weary that you just thought you'd drop. I got to the point where I wouldn't even go out in the hallway or even go to the washroom for fear some graduate student would grab me and say, "Now how would I establish the criteria for the love-life of the ant?" Then I would have to stop and discuss the love-life of the ant. I would get so weary. So I would go down and get a good partner, down in the gymnasium. All of my championships have gone back to good partnerships. Dr. Gabrielson was one of them. I'd play two sets, three sets, vigorous and hard as I could, then take a shower and walk home completely relaxed. I put in energy, organic energy, over sitting in the office answering telephones, but this is what gave me some relaxation.

So we face with us emotional, what we want to call this emotional fatigue, and there we have a big part to play. Working down in the basement on the lathe is another way. I suppose singing is another way. I suppose working in a garden. There are a hundred and one different ways. But we have a responsibility because happiness is associated with challenge, accomplishment, mastering, and we can give some of these young people some help, some dignity because they can master. And it may be tremendous to them to have a medical man, a neurologist, one of the world's great to say to us that hope and faith become two of the medicinal components of health. It is one of the most remarkable statements I have ever read. This is a remarkable document. I want to read you one short paragraph from Wolf. He says that even the master

organism, the brain, shares in the evil effects of monotony. Infants in a hostile environment will not mature, may indeed develop as idiots. Man exposed to long and prolonged abuse and hatred, as in prison, behave as though their active functioning blades were damaged, and that's precisely what happened to our war prisoners in Korea. A new type of torture, isolation, lack of hope, lack of companionship, lack of ability to talk, lack of anything to read, and the death rate was 33 percent as compared to the prison camps in England and Germany where the death rate was 3 percent. It was the Chinese-Korean method of torture, complete isolation, lack of opportunity to talk, repeated failure, frustration; environment by his fellows makes a man become more suggestible, rationalizes his own unacceptable behavior. He may abandon a value system, think of Korea here.

Here's the most important sentence I can read. In short, the effect of prolonged adversity on brain function may be difficult to distinguish from the result of actual destruction of brain tissue. Now that's from a neurologist, that this type will actually discard brain tissue in which the individual will be imbecile for life. There you see some relationship, I hope, between this whole problem of recreation and health; recreation, in the broad sense, as we come to see it.

Now I've tried to give you a regimen of what I think is important in our professional life. I don't want us to neglect any one of these features. I think we've got to use our imagination to get masses of children into activity. in addition to our coaching responsibilities and some of you can't get out of them where you're hired. But if we could see this thing in its breadth as you begin to see in terms of what is an educated mind. I talked to a large group at Ohio State University a week ago today, and I talked to them on who is an educated man, and went over their relationships there of the educated man to health, to recreation, to all those minor things we think of sometimes in terms of kindness and thoughtfulness and courtesy, even got down to dress and other minor considerations. I said to them in a way, maybe not a very significant way, but in a way we were in a situation with Cassius and Brutus, when Cassius said to Brutus, "Our thoughts, dear Brutus, lie in our stars." Our thoughts, dear Brutus, lie not in our stars — but in ourselves. Therefore if we begin to think in those terms, we will have a tendency to stay under it. I want to see our own physical education people be part of the school community, be part of the total community, take the responsibilities and in that way so many of our peoples have gone on and on.

In the state of Florida, 72 percent of all the administrative offices, including the principals and superintendents, have at one time been in the area of physical education. We have many right on the the island, many right here in this state. These are my ambitions for our profession, and we have the tools at our fingertips. May we not fall back upon the thesis that our faults lie in the stars that is physical education; but if we have faults, that they are in ourselves that we are under.

50 Years of Physical Education

CHARLES H. McCLOY

In 50 years of study and research and in teaching physical education, one accumulates many observations and experiences and learns a great deal of contemporary history in his field. Sometimes sayings of history cost more than they're worth, but one does get exposed to it. I know of no field in education in this age that can base all of its practices on known facts resulting from objective research. Much is based on the thinking of a relatively small number of people or authorities, and some of that thinking from time to time turns out to have been shallow or based on a grossly inadequate accumulation of facts, too quickly done without weighing all the possible premises or not checking the logic of a thinker's hypothesis — in part, due to the violent swings of the professional pendulum where there's often a feeling that the new must be better than the old. The old baby is traded in on the new one rather than keeping both of them and having them. Now much of this kind of thing is, of course, due to inadequate leadership and superficial scholarship.

In physical education, as in many other fields of professional education, we seem to have too few facts to be sure of the paths that we should follow. In many cases there are contradictions, scientific evidence that leaves us puzzled. For example, I am interested in the effect of exercise on increasing the top layers of the heart. I had a heart attack last year and I am quite interested in a thing like that. Warren of the United States, working on rabbits, found that strenuous exercise programs did not increase the capillary bed of the heart. DeShane of Sweden, working on guinea pigs, found that it increased them about 50 percent. No work has been done on man. You can't exercise a group of men and then kill half of them and test the blood supply of the heart. You see here we have a contradictory scientific study; one that says no, and one that says yes, and nothing on men alone. If either one of them had been the only one to do it, we would think we knew the answers. Hence, we are

somewhat at a loss to know what should be done in the way of exercise programs designed as preventative programs for older people. It would make an important difference to that large number of individuals who will eventually suffer from coronary occlusions. This type of differences of opinion and the swinging of the pendulum from one extreme to the other is not a phenomenon peculiar to modern times.

A little over 30 years ago in connection with the 50th anniversary of the *Sundial*, a newspaper in Shanghai, a large number of people were asked to prepare papers on the last 50 years, and in my case in physical education. It seemed to me that I couldn't just do the last 50 years, I had to know something about what preceded it. So I went back about 2,000 years and conducted a study of the history of physical education in China. There were just as many differences of opinion and about as many swings of the pendulum in those times as there are in the present. I shall therefore discuss some aspects of the evolution of physical education over the last 50 years and shall discuss the subject as I saw it and as I see it now. Toward the close of this address, I shall discuss some of the lines along which I think physical education over the next 50 years should perceive. Since this talk deals with the subject as I saw it and as I see it now, it will be in part autobiographical.

Because an author's philosophy is frequently colored by his own personal experiences, I should like to inject some early personal experiences of my own. The way in which I became interested originally in physical education may throw some light on the reasons for some of my thinking. As a very small child, I had very slender, skinny legs. As a result, many of the boys in the little school out in North Dakota where I went to school in the winter, gave me nicknames such as Skinny, Slivers and numerous other names of that sort. Now if clinical psychology had been a little more advanced in those days, I probably would have been said to have developed an inferiority complex, but they didn't know about complexes then. I wanted very much to have legs a little more sturdy than those I possessed.

When I was 12 years old, going through St. Paul train depot, I purchased a small booklet published by the A.G. Spalding Brothers Organization, entitled *The Athletes Guide*. This little book, which sold incidentally for only 10 cents, was really a small textbook of track and field athletics. Each chapter was written by the amateur athlete who at that time held the American Amateur Record in his event. In the chapter on distance and cross country running, it stated that distance and cross country running would develop the legs. The day I arrived home in Dickinson, North Dakota, I began to trot. At noon I ran from a stool down at the restaurant where I ate my lunch, a total of about a quarter of a mile, and finally wound up leaning over a fence, with part of the remains of my breakfast. I was in that poor shape. I persisted, however, and within a year I was running three miles over the hills three times a week.

Two years later after training primarily for track and field athletic events at that time, on another trip through the twin cities, I purchased a copy of the

old *Physical Culture Magazine*. And that magazine made the contribution of suggesting to me that I needed to practice more than track and field athletes. We fortunately had a large attic in the house and town where I lived, and my mother ran a hardware store where I could get just about whatever I wanted for nothing. So I soon had stocked that attic with a punching bag, with dumbbells, a trapeze, a pair of flying rings, and an old mattress for tumbling and some of you older men may remember the old exercisers that worked like pully weights only made of elastic. I purchased a set of boxing gloves and was fortunate to have a friend who knew something about that sport. As a result, I began to be interested in all aspects that I knew about physical education. At the age of 15, I had decided to become a teacher of physical education.

Now these facts may explain in part why, as a physical educator, I have persisted in believing that physical education should be, at least rather largely, *physical* education and not just education for democracy and character alone. I have written quite a bit advocating both of these aspects. You may be interested to know how, at the age of 69, I had the experience of teaching for a half century. When I was a freshman at Marietta College, the teacher of physical education for both the academy and the college who was also the teacher of classical languages in the academy decided to resign and go to Johns Hopkins to seek his doctorate: they did not need a full-time teacher of physical education and were unable to secure a part-time person who could teach the other subjects in which there were vacancies. So I volunteered to assume all the work of teaching physical education for the boys in the academy in the college for $150 a year. Now this sum was set because it enabled me to go to the Harvard University summer school, pay my railroad fare, my room and board and tuition and study in a professional course of physical education. You could buy a lot for $150 in those days. Eventually this request was granted and I began in the fall of my sophomore year in 1905 to teach physical education there. In my senior year, incidentally, my salary was raised 33⅓ percent to $200 a year.

As a background for the physical education of 50 years ago, let me outline a little of what the situation was at that time. There were really five things that contributed to a program of physical education, or parts of physical education, that were then current. One was German gymnastics, which had been introduced in this country first in 1825 by three men, Lieber, Tholen and Beck. Now these men had taught the German language in some universities, one of them Harvard. As a result of their leadership, there had been the organization, Turnverein, and some of the schools had adopted the German free-hand calisthenics and the German apparatus of the horizontal bar, parallel bars, horse and rings, in addition to some tumbling, and that was about the limit of the German system then. The second was the Swedish gymnastics, first imported into this country by Hartford Nissen in 1833 and he was followed in 1886 by a very colorful figure, Baron Nils Posse, who set up the school in Boston and he, in turn, was followed by Dr. Claes Enebuske and others. Now this

system was completely different from the German system and required a much more elaborately furnished gymnasium. However, if they omitted the apparatus work, which was entirely different from the German apparatus, the Swedes had free-hand gymnastics, what we are apt to call calisthenics today, which were quite adaptable to public school use. Hence, it was used rather widely in many of the public schools where they had no gymnasiums but did their exercises in the classsroom.

Now the third part was the games and sports that came from England and which were played on every informal playground and vacant lot, and were later adapted to use in physical education classes. The first type was the interscholastic and intercollegiate athletics which started many years before the time when I was first interested in physical education and which developed considerably later; that is the understatement of the evening. The fifth was the dance, which in those days was ballet or a modification of ballet which I will discuss a little later; and a little later on, the folkdance was introduced. The square dance in those days was not a part of physical education and was danced almost every place. I danced it first as a small boy out in North Dakota usually in connection with a wedding celebration of some of the European immigrants, the Russians, Germans, Hungarians and others.

About 1887, a year after I was born, there was a beginning synthesis of all these five types of activities largely conducted at what was then called the International YMCA College of Springfield, Massachusetts, now Springfield College. This school started as the catalyzer for these five aspects of physical education under the leadership of Robert J. Roberts and later Dr. Luther Gulick who succeeded Mr. Roberts. They developed what might have been called an American System, taking their calisthenics from both the Swedes and the Germans, but more largely from the Swedes, the apparatus from the Germans, the games and sports from the British, their dances from a dance master in Boston by the name of Gilbert of whom I shall speak later.

At the time of my youth, there were only one or two professional schools of physical education, both undergraduate and only two summer schools. One was at Harvard University under Dr. Sargent and one at Chautauqua, New York, simply called the Chautauqua School. At Harvard summer school, and I understand the same procedure was used at Chautauqua, we learned all the systems from all their own experts, and then we synthesized them as we talked. When I went to Harvard in 1905, Swedish gymnastics was taught me by Hartford Nissen, the man who, as I stated above, was the first one to import that system into the United States. Nissen was already an old man, but he did a marvelous job of teaching. I was taught the German system by Carl Saughter, who was at that time at Harvard and also at the Sargent School of Physical Education, and by a number of other native Germans. At Harvard we learned not only free-hand exercises, exercises with dumbbells, and Indian clubs, but we also learned wrestling, boxing, football, track and field athletics, swimming, fencing, tumbling, and a little bit of basketball and baseball,

although basketball had hardly made its way into the curriculum very deeply at that time. In addition to this, we learned the Gilbert system of dance. This was taught by Mr. Gilbert himself and some of his own instructors from his school in Boston and was like ballet, except that one did not get up on his tiptoes, but danced from the balls of his feet and was, of course, simpler than professional ballet. It was engaged in by both men and women and as far as I could see, the men were just as interested and enthusiastic about it as were the women. Later I taught this kind of dance for almost 20 years to boys and men.

We expected all the students to be good in all these activities. You can imagine how I feel now when someone who has never swung Indian clubs or fenced or perhaps never even seen them, then ridicules these activities as useless and completely outdated. We found them excellent, extremely interesting, and I think the only reason they faded from the picture is simply because of poor teaching. And this is the reason why dance has not developed with men, not from poor teaching on the part of the women dance teachers, but from poor teaching on the part of the men. In 1907, incidentally, the folk lance was first introduced at Harvard by Elizabeth Birchnell, now retired but known to many of you, who was an assistant supervisor in physical education at New York public schools and who had spent numerous years in Europe pioneering in that field. At that time, the national conventions, and this lasted until about 1914, were pretty largely given over to debates between the Swedes and the Germans and they had a lot of very witty people who each ridiculed the other system and claimed that his system was the best. This American system, developing at Springfield and a few other schools, was hardly noticed. About 1914 this type of debate went out and the synthesized system in general came in.

Among other things that we noted at that time were the following. First what we had was well taught. Because it was well taught, we all enjoyed our gymnastics, we enjoyed calisthenics and the men enjoyed the dance as much as the women. Men and women enjoyed doing a great many activities together. About all, in fact, that were not limited by the differences in the amount of strength possessed by women. They took their free-hand exercises together; their club swinging, and that type of thing. They were separated into different squads for apparatus work, played together in their games; corecreation is not a modern thing. Wherein athletics had not become professionalized, ordinarily there were only one or two coaches for a whole football squad of from 50-75 men and these coaches did pretty well. A whole outfit for the player, incidentally, cost about $25 and players in general played for fun. The teams were made up primarily of people who had simply come to school there. There were few instances of financial compensations to athletes. Such athletes that were aided financially were known as winners.

Fourth is a diversification of the program. In no school was it just basketball, as you sometimes find it today; but each physical education period was made up of a number of activities well balanced and usually well chosen and well taught.

For years I taught about all of these things: dance, fencing, club swinging, apparatus, tumbling and coached four sports. They learned something other than football, baseball, basketball and track, practically none of which they would ever practice after they finished school. Incidentally, in all of my coaching I never had a knee injury and only one serious accident, an ankle injury. I do not know whether I was simply blessed by luck, which I suspect, or whether the routine which I followed had something to do with it. After this, athletics became more and more a thing apart. More money was spent to attract a larger crowd and to build bigger fields and coliseums. More and more coaches were required for smaller and smaller squads and much of the athletics became big business, characterized by extensive recruiting and the subsidizing of athletes.

In teaching at Yankton College in 1907 and 1908, I taught all of the gym classes, conducted the physical examinations, coached four sports, taught tennis and was the sole teacher in the Department of Biology. I was reasonably busy. As an illustration of the lack of recruiting I would like to tell you the story of a letter I received concerning a baseball pitcher. I was asked what we could offer this player to bring him to school at Yankton College. I replied that we could give him an excellent liberal arts education and an opportunity for him to develop both his mind and his body. I learned later that this reply was thought by some of the alumni to be a bit naive, but he came to our school and was as good as they said he was. If he was subsidized in any way, no one in the college knew about it. In those days the athletic teams were not considered to be paid entertainers as they are in some institutions today, and, as a result, were taken to the hearts of the student body and school spirit was at a maximum. During all the teaching of the early days, one made observations and often stored up ideas that were used many years later. I shall give a couple instances of this.

In the first place, I had on my first football team that I coached, a Yank in college, an individual who was an outstanding lineman but not awfully bright. He was a guard that I would have stacked against Cal Jones and if you have one like that on the team right now, you can forget the middle line. At the end of the season he became violently insane over religion. During the season he had been only slightly peculiar. He used to paste the golden text for the next day's Sunday School lesson on his helmet and said that he was going to put some religion on the other team if he had to put it in their stomachs. About a week after the end of the season he became violently insane on religion, and was placed in a hospital for the insane located on the outskirts of that town. When he was first placed there he became quite violent and hard to handle. Since he had been rather normal most of his actions during the football season, I suggested to the director of the hospital that it might help if he was put in some type of activity where he could engage in very strenuous physical work and see what the results would be. The director did that and as a result the patient became apparently quite normal. I followed his history for many years

since then and I learned that whenever it was possible to give him hard physical work to do, he became quite normal. During the bad weather in the winter or something of that kind, and you just couldn't shovel all the snow off the whole hospital grounds, and would have prolonged periods of inactivity and would again exhibit many of these psychotic symptoms.

This I stored away in my mind and pulled out again during the Second World War when I was developing a physical reconditioning program for the Office of the Surgeon General of the Army. There we found that the physical education programs were among the best means of psychotherapy, particularly for the neurotic rather than the psychotic. This field has developed tremendously since then, both in the Army, Navy and Air Force hospitals and also in the Veterans Administration hospitals.

Another illustration: In the summer of 1907, my fiancee had her appendix removed. I was in summer school at the time and in writing to her began to think of the value of exercises in bed, what we would now call physical reconditioning or what is called in the Veterans Administration, corrective therapy. I wrote a long list of exercises which she was to take in bed, which would take care of the parts of her body not injured by the operation. This did no good as far as the reconditioning of her was concerned; it just made her completely indignant and she thought, as did her physician, that I was a complete fool. This thought of physical reconditioning, however, stayed with me. I used it during two operations on myself and maintained my physical condition without any loss of strength or endurance during one long, prolonged stay in bed (the other one wasn't very prolonged). Later I developed it in connection with this program for the Army and the physical reconditioning in the Army hospitals. In other words, there are many observations one makes but may not use, that later in his life may be developed and turned to good use. You just keep those things in mind and you students, keep thinking. And not everything you think of as good will be useful tomorrow, it may be used 10, 20, 30, 40 years later.

A number of changes in program were made as time went on. The men did less and less dance and more and more athletics. The women did less and less athletics and more and more dance. This was not because both were not good for both, but because, I believe, of inadequate and biased thinking and not too smart leadership in the case of both sexes. The theory courses for the training of physical educators in 1905 consisted of anatomy and kinesiology, histology and physiology (the histology taught the basis for the physiology), physiology of exercise, corrective physical education, anthropometry, physical examinations and physical diagnosis. Most of the rest of the theory concerned the sports and gymnastics with a great deal of practice. Incidentally, the grading system at Harvard University summer school was such as to greatly stimulate study. For example, in physiology of exercise if we gained an A grade we had 35 points, a B gave us 20, a C gave us 10 and a D gave us 5. Now we had to get 400 points altogether in order to graduate. You never saw boys and

girls study as they studied there. It might mean the difference between going through in three years, as I did, and getting through in 6. You just had to get the grades to get those points in a hurry.

Now, in addition to the theory courses mentioned above, State University of Idaho has courses now in the mechanical analysis of motor skills in which we analyze all of the skills by the physics concerned, measurement in physical education, practical programs, problems of the teacher-coach, administration of physical education, administration of community recreation, administration of athletics, history of physical education, safety education, medical supervision of athletics, psychology of physical education, physical rehabilitation, public school curriculum for physical education, scientific basis for physical education, philosophy of physical education, advanced kinesiology and hyperkinetics (incidentally taught by Dr. Steinler), seminar and physical education literature and seminars for theses and dissertations. Many of these courses are, of course, limited to the graduate field alone and they had no graduate field in those early days.

The big development in later years has been the development of graduate study in this field in the United States and is way ahead of the rest of the world. You may be interested to know that in the publication of *The Research Quarterly* of the American Association for Health, Physical Education and Recreation, where most of our research is published, the University of Iowa staff and graduate students have published more than the students and faculty of any other school in the United States, and we hope to keep it that way. As a result of these researches, we have developed many tools for the betterment of physical education than we had before. For example, we have general motor capacity tests that are testing original features in the field of physical education, similar to the intelligent tests in the classroom field.

We are increasingly looking to our objectives, teaching purposely to achieve these objectives, and then evaluating our results by these objective measurements which have been in large part developed on this campus by both departments. This is not, of course, the time to give a course in tests and measurements in physical education, but in developing the physical education in recent years we've learned to use tests intelligently. We know how, but all too frequently it's not done and this is not peculiar to the field of physical education. Many people who have gone through numerous courses in how to teach in colleges of education still teach the way their favorite professor did, even though he did not teach in the least way the student has been taught he should. Oftentimes he didn't even teach the way he said he should.

Autobiographically, I graduated in Liberal Arts in 1907 from Marietta College which would be quite a bit like Grinnell College, and incidentally both of these schools have given me an honorary doctor of science degree. When I got the first one, I was very pleased because I had a doctor of philosophy and that made me a paradox. Now when I got the one from Grinnell, that broke that wisecrack all up. I had majors in chemistry and biology and languages,

and I had, including preparatory school, six years of Latin, six years of German, a year and a half of French, and because there was no graduate work in physical education at that time in 1910, I took my Master's Degree here with my major in sociology, minored in medical physiology and the psychology of adolescence. Because one could not obtain a Ph.D. in physical education at that time or any graduate work in that field as far as that was concerned, I went to Johns Hopkins's Medical School from 1911 to 1913 where I taught part-time in the College of Medicine as a laboratory assistant in histology, and worked in the playgrounds and social settlements of Baltimore to pay my way in school. I did not obtain my doctor of philosophy until 1932 at Columbia University.

In 1913 Liz McCloy and I went to China. There I had one of the great experiences of my life, in that I was turned completely loose to do the best I could. My first two years were spent primarily learning the language for I had to do all my teaching in Chinese. I was doing some teaching each week in order to use that language, helping to coach the teams at Nanking University, which was a mission school. I was then loaned for a year by the National Council of YMCA, which first took me to China to a new government university which was just being established. I went to the President of that university and I asked him what system of physical education he wanted. And he said, "What system have you?" Well, I told him of the German system, the Swedish system, the American system, and so forth; and he said, "Which is the best?" I explained that I didn't think any one was the best possible system for China and if we each experimented a bit we could do better. And so he said he wanted the best and to give him the best that we had, regardless of what we named it.

Just think of being turned loose with no precedence, no nothing, do the best you can. You don't have to follow anybody's tradition. I did a lot of experimentation. At the end of the first year I put out a questionnaire after the grades were in and asked the students to rate my program in the following categories: 1) simply crazy about it, could hardly wait til the next gym class (that was not used much!); 2) I like it very much; 3) I like it pretty well; 4) about average, I don't mind it, it's all right when you get to class; and 5) I hate it. Well to my distress, about 90 of them hated it, 90 percent! Now I asked them to sign their name telling them I might interview some of them, promising them if their grades were already in, this would not affect it. I therefore interviewed a great many of those who said they hated it. A general consensus was explained in their terms...which meant it had no meaning. It seemed that they wanted something that made sense to them. That was a new idea to a teacher. I, therefore, did a good deal of experimenting by mixing natural types of activities which were pointed toward the development of skills in sports and that type of thing, and the artificial type which is pointed directly to exercise and physical development.

Two years later a repeat of the questionnaire resulted in practically anonymous distribution of response, "I like it pretty well" as the median. Now this interested me very much — this natural type of thing which I introduced. This natural movement in physical education started both out there and over in this country in about 1915. It was largely a by-product of the educational psychology of a professor of Columbia. His system of educational psychology for the first time made some sense to the physical educators. Before that we derived our psychology from the two chapters in *Psychology of William James*, a chapter on habit and that on emotions, and on some of the teachings of G. Stanley Hall and his great work on adolescence. A number of these people in this country, with whom I was corresponding from China, began experimenting in this field of natural programs, and the pendulum started swinging away from the formal toward the natural.

Now, if you stop and think a bit, this term natural is often used pretty carelessly. Anyone who thinks for example of the western roll form of the high jump in track and field or the present form of the discus or the pole vault as natural, really needs to see a psychiatrist. But if you watch the performances on the trampoline, which have become so complicated, almost to defy analysis with various slow motion pictures, the same can be said. Anything that you do in golf is natural and yet is wrong. It's natural to press and it's natural to look up. Apparently, it's natural to beat the ground with your club and talk to God when you do something wrong. If everything has to be natural in a time when civilization is anything but natural, why do so many programs swing to nothing but sports and recreation? People would say that nobody likes calisthenics and yet from all the talk, as it was from Scotchman and Walsy in those days, it was extremely popular. It's popular today in England and in the Scandinavian countries. All too frequently, because of the feeling that it cannot be popular, the teacher presents it about the same way you would, if you were trying to entice your small son to take some castor oil. My mother used to pour out a spoonful and she'd say, "This doesn't taste bad, but take it!" Well, just the way my mother looked, I knew she wasn't completely truthful; as soon as I took it, I had that feeling reinforced.

During the time I was in China from 1913-1926, there was a great development in the United States of intercollegiate and interscholastic athletics, and the teaching of physical education changed as a result. Fair enough. Well, around 1920, the project method of teaching became somewhat popular in the field of physical education. It had started off 10 years earlier than that, but hadn't made much impression. Some time after 1930, my memory says around 1935, in the field of physical education this tended to turn into the movement called progressive education. Now good teachers of the old time with their leader's group were extremely good progressive educators, and they developed democracy in their classes: the development of progressive education, a period referred to when many teachers did wonderful things.

At one time, a little before this last war, I was asked by the Rockefeller Foundation to survey the teaching of physical education in a number of outstanding school systems. In one large system which was then in charge of supervisors who were thorough converts of progressive education and physical education, I saw classes of elementary school children learning their skills all wrong and the teacher doing nothing about it. And I asked the teacher why she didn't do something about it, and she answered that none of the pupils had shown a felt need. And I told her I had an urgent felt need that I'd be glad to lend her, but that didn't suffice. Pretty soon, a little girl came over and asked a question. Whr-r-r-- went the whistle and the teacher stopped the class. Now there was one felt need that seemed to suffice for the whole class, and the teacher made the correction and drilled a little bit on it. The same day I saw the same type thing happen in a secondary class for boys. But since no one in that class indicated a felt need, the teacher simply sweated it out, regretting that he couldn't interrupt them to teach better, and let them learn it right and not develop wrong habits. Now that shows the poorer way of doing it. There were many good ways of doing it; and I saw many of them and we still see them. I don't want to give the impression that I think progressive education is all wrong. I wondered how long it would take secondary school classes or a college class too, for that matter, to learn about the theory of evolution if all they had was a chairman and half an idea, as Darwin started out with.

About this time or a little earlier, the doctrine of individual differences came into the picture a great deal. Each person in the class was supposed to be unique in his makeup. The implication was that one should have a coach for each pupil. The teachers seemed to have forgotten the fact that there are more likenesses than differences in people. Since they couldn't get a coach for each child, what they did was to do some adopting and the adoption hasn't done a whole great deal of good. The present fad or swing of the pendulum is toward the teaching of democracy through physical education. Again each person is a unique individual. Much of this democracy is taught by the discussion method and often by teachers who are themselves about as democratic as Hitler. The pupil is democratic if he catches on and does what the teacher wants him to do in some of those schools, but undemocratic if he persists in wanting to do something else. In many schools there's so much democracy, there's almost no exercise. One must be forced to do what he wants to do, or mustn't be forced to do what he wants to do. Wouldn't that be nice in the case of income taxes? This should not mean to imply that one should not seek the enculturation of the traits of democracy or characteristics of it through physical education.

As I've said before and written extensively advocating this, it is not a question of either/or, but as I see it, it is a problem we should not assume that the physical education teacher is the only one interested in enculturating these worships. It would seem to me that every teacher in the whole school system should be interested in the development of character and democracy, and the teaching of it should be adapted to that, but not to such an extent that the

pupils do not learn much of anything else. Unfortunately, we have not in the past had textbooks for the students of gymnasium classes to study and most of the teaching had to be done by word of mouth and by example from the teacher. I've discussed this matter a little more than I normally would because there's a tendency in a great many places now to look down on exercise as a unworthy objective. They will say, "Why do you want strength, why do you want endurance? Strength and endurance for what?" This could be a whole speech by itself, but I personally feel that exercise should not be old-fashioned and neither should physical conditioning. Let me illustrate with just a couple of analogies and I'll use the subject of strength for the subject of this illustration.

Let's say each of you were asked in these coming cold months to wear under your clothing a jacket weighted with 30 pounds of lead and to wear it all day long, clear up to bedtime. The response would probably be, "Don't be stupid! If I did that I'd be at my wits end by perhaps noon." You'd be quite correct. But the individual who has a muscular system so underdeveloped that when he carries weight of 30 pounds less than what he weighs is actually carrying a 30 pound pack every place he goes. If you weigh 150 lbs. and your musculature is adapted to carry only 120 pounds, then you are underpowered. This is, of course, also true of a fat person who is 30 lbs. overweight and he usually has a distribution of that, and it must be most uncomfortable when he sleeps on his back. If it is possible to install on you without undue hardship, a sort of strength strapped some place over your abdomen (and you can always remember the correct pronounciation of that — Mr. & Mrs. Domen and their little Ab Domen); and all you had to do to turn your strength down was to turn the handle in one direction, and to turn it up was to turn it in the other direction, what would you do? If you turned it down 40 percent you would probably have to be aided to get out of bed. Would you leave it where it is or would you turn it up 10, 15, 20, maybe 25 percent to where you were so much stronger than you are now that you could do your work throughout the day with much greater ease and come to bedtime sleepy but not tired? I doubt if any of you would leave the handle where it was. Remember, you don't have to work to do this, just turn the handle. You'd probably turn it up. The same could be said if we used endurance in place of strength in the case of those two analogies.

Now I would like to speak a little bit about the evolution of the dance. As I said earlier in connection with the Harvard University summer school program in 1905-6 and -7, the dance at that time was an adaptation of ballet which was developed by a dance teacher in Boston by the name of Gilbert, who was a ballet master. The dance was like ballet except it was simpler and they did not come clear up on the tips of their toes; they danced on the balls of their feet or on their flat feet. I used to think of it as ballet gone flat foot. This type of dance was of extreme interest to all of the men and women who were exposed to it as well as to boys and girls. I taught it to both sexes for years.

Folk dance came into our physical education program about 1907 and it began to make some inroads on the ballet type of thing. About 1917 or thereabouts, the Teachers University of Wisconsin, under Miss Margaret H'Doubler, developed a new type of dance which had more of what might be called the creative aspect of the dance in it. Here the individual learned to listen to the music and, with a bit of guidance, to understand what the music was about. He learned a sort of grammar of the dance, that is, he learned what kind of movements went with what kind of music. For example, one would not use the same sort of steps dancing the "Meadowstone Spring Song" as he would for a funeral march.

The individual leader learned to roll his own in words with the kind of dance steps to be used in connection with any different type of dance. This developed later into what was then called modern dance, and is now sometimes modern dance and sometimes contemporary dance. This has recently come much from professional teachers who have developed many new aspects of the dance of this type and some of it still has touches of the creativity upon the part of the individual dancer. Other forms are based on the same kind of creativity and originality that a gifted pianist shows when playing music written by Bach, where the steps of the music are set for the teacher, but the individual interprets the steps as the gifted musician interprets great music. This type of dance has, in many places, become in extreme forms just as much as the so-called modern art has. Where it will go eventially I certainly do not know. It is, in its best form, a very real form of art and this finds results with those who have learned it.

In the United States there is no general system of physical education today. Because of our national organization of education, there can be no real leadership in method and content in the United States Office of Education. In many states there is very little effective leadership of any kind. Iowa is one of the seven backward states that does not have a state supervisor of physical education and recreation. As a result, any teacher does just about what he wishes. Many of them wish nothing but basketball. Even the states with state supervisors have very frequently a program of physical education in an individual school that is completely indefensible, and no one does anything about it, unless the principal or someone like that insists on something being done. In Iowa, for example, we have manuals of physical education for our elementary and secondary schools. But in many of the schools many of the teachers don't even know there is such a manual.

Professor Wiley went around to schools in a three county institute not long ago and found that none of the teachers knew there was such a manual for the secondary schools. But they had been sent out to every school. When they were looked for they were generally found in the superintendent's bookcase. In a great percentage of the schools in the United States there are no expert teachers of physical education in the elementary schools, and in about half of the high schools, there are no obligatory programs. Frequently, there is

nothing in many secondary schools but interscholastic teams. There is a great deal of influence, however, by good teachers in the better professional schools of physical education, but there is a tremendous amount of pressure in many school systems to put most of their time on sports, as far as the boys are concerned. In the small schools in Iowa, all too frequently there are just not enough boys and girls to justify a full-time or even a half-time person to teach physical education alone. This is particularly true in the case of the girls because the boys will coach as well as teach a classroom subject.

Because most of our physical education has stressed sports throughout the school years, we have not taught our people in the school what to do after they have graduated. Most of our people retire physically as soon as they have completed the required physical education training. How many of you, for example, exercise regularly at least three times a week in something that could give you a better physical condition? I won't ask for a show of hands. Here, in general, we have no national or state leadership, except for a few institutions like YM and YWCA, a few clubs and a few social settlements. Almost nothing is done for adults after they leave school. In addition to that, we have nothing from birth to age six and relatively little from six to high school. Nothing much for adults except perhaps bowling and a little bit of golf.

Let's take a look at this problem. Let's assume that Iowa City, exclusive of students, has a population of 25,000. About 9,000 of these people are between 18 and 45 years of age. Now if half of these people, plus about half the secondary school group, which would be another 9%, and some of the over 45 year olds would attempt to keep fit by sports alone, and if these sports were well diversified, I would say we would need the following equipment: 6 swimming pools, 4 golf courses, 4 baseball diamonds and an equal number of softball diamonds, 10 tracks, 20 gymnasiums, 20 volleyball courts other than those in the gyms, 10 soccer or touch football fields, 200 tennis courts and 200 badminton courts. You won't have that fantastic number of facilities in this city in the days of your great, great grandchildren, not even the youngest one here.

What would we have to have if one-half of our people try to keep in shape by sports alone and diversify the sports, not all just doing one thing? For example, let's take a look at tennis. If we'd play doubles on a tennis court every hour from 6:00 in the morning til 8:00 at night, one court would care for only 56 people per day. Now we do not play doubles all the time, nor do we play every hour. A tennis court does very well if it takes care of 25 people a day. Iowa City has seven tennis courts other than the University's courts for all of these people I've talked about. Chicago has one tennis court for each 6,700 of its population. Not much of a carry-over sport, is it? Now many other countries do much better. Sweden, for example, with a population of 6 million 700 thousand, about that of greater New York, has over 20,000 sports clubs. This would be the equivalent of 60 sports clubs for Iowa City. The last report I had showed that they conducted 34 different sports. Almost 40 percent of their adults

rather regularly engaged in sports two to three times a week. Many of these people belong to more than one club because the clubs are often seasonal. There's a stadium club, ice hockey club, skiing club, and so forth for the winter. There are swimming clubs, track and field clubs, tennis and badminton clubs, etc. for the summer. Anyone knows who also has an organization of this type and conducts about 38 sports, they're probably reaching about 25 percent of their population, though they do not seem to have the figures either as to how many clubs they have or to how many people they reach.

Latin America does much better than we do. Argentina, Uruguay, Brazil and Mexico, among others, are doing outstanding jobs, particularly for their adults. Sweden and Germany are doing very well from the birth to the six-year-old group. One Swedish girl not long ago asked an American teacher of physical education what kind of program we had in the secondary schools, and she was told of all the many sports that we taught. The Swedish girl exclaimed, "How undemocratic!" Now the reason she felt that was undemocratic was that those sports could be engaged in only by the relatively well-to-do after school years were over, and she felt that the gymnastics clubs, of which there are 2,800 in Sweden with an average membership of about 1,000, were much more democratic. Everyone could engage in gymnastics. In the United States we do almost nothing along these lines. At present, Iowa City is doing practically nothing for its adults. I thing we would all agree that part of our aims must be more equipment and more clubs.

In addition to this, I suggest a great deal of decentralization of recreation of the physical type. By physical recreation, I mean the type of recreation where one can really get some exercise. By decentralization of this type of recreation, I mean something like this. Suppose around in our city, one city block, a family had in its backyard a badminton court, another family two or three doors away had archery, another family had deck tennis, and another family had a basketball hoop against the garage. In another block, one family had a volleyball court marked off for both one and two on a side and four and six on a side (two markings), and one family had tetherball, one family had croquet, and another family had a place for practicing driving plastic golf balls. The same could be developed with many other activities. Now this would not necessarily mean that each family would play in its own yard. Today we might go over to the Smith's and shoot bows and arrows, tomorrow we might play volleyball at the Jones', and the next day we might play deck tennis with someone else. The point is if we decentralize these games all over the city, multitudes will have an opportunity to participate and without having to find a parking place. The average individual will not go any place these days if he has to park more than four blocks away. This I feel should be the coming trend for physical recreation rather than to concentrate solely on large playgrounds.

We work out programs that can get indoors into the basement rumpus room or in the living room for want of something better, particularly for those kids in our large cities who live in large apartments; there is no yard space. This, of

course, does not mean that there shouldn't be other forms of recreation than physical recreation. It does not mean that we should not go out riding in our automobile, play cards, listen to the radio, or buy a television set and retire intellectually. Incidentally, on that I have a little poem today that says:

Did you ever see a purple cow
Then I can safely bet
That you haven't yet invested
In a color TV set.

These are all things that can be done that are worthwhile in addition to the physical side. But I am talking however about a half-century of physical education including physical recreation and not about programs of sedentary activities.

Well, what about the next 50 years? My younger daughter wrote us the other day about her younger son who had just had his sixth birthday and we sent him a present of some money. And he said that he was going to save his money now until he had enough to buy something worthless. I think you may think that part of this, what I am proposing, what we ought to be doing the next 60 years may be like that.

First, I think there should be parent education in physical education for the very young which would take care of the children from birth to about the elementary school level. There is no book published on this in the United States. But several authors in Germany, Sweden, and Denmark have done considerable writing in this field on things from birth to the elementary school. Just last week I received a book from the Minister of Education in New Zealand entitled, *Physical Education Handbook — Infant Division*. Now that isn't quite what it sounds like because their infant schools start about where our kindergartens do. But they had a physical education program right from the very beginning of kindergarten as a separate program that the teacher had to learn how to administer. This is the kind of thing that could be handled by a parent education group such as those in our child welfare research station and actually administered by the parents. You aren't going to have a lot of two-year-olds going to gym class some place.

Second, elementary and high school physical education should be planned so that all of the pupils are able to obtain a relatively complete physical education up to the finish, called leaving time, that is a time when they leave school for good. One could put a polish on this for those who go on to the secondary school and go on to college. But they should learn activities that can be used after school years and learn how to use them. This does not, of course, mean that they learn only what they learn for use in later life. Many of the things we learn in sports that will never be repeated later in life are learned through cultural values. For example, most people who play football will never play football after they get out of school; but just as the Nile River when it floods its plains leaves a deposit of highly rich topsoil across its fields that later grows wonderful crops, so does football and basketball and many of the

sports that will never again be used after school leave a sort of cultural deposit on your soul. A girl who takes part in a modern dance who will never again have that experience after she leaves school had a cultural experience that she'll never forget and will affect her whole spiritual existence.

Now I do think that instead of this, that we need to have something that will be carried over. I think we need in this country something like England's Central Council on Physical Recreation for the whole country. That organization, financed by the Ministry of Education, teaches 38 types of sports to people in all kinds of communities. They help to develop sports clubs and they've done a marvelous job of that in that country. They have three centers in which to train leaders for about 60 million people. We would probably need in this country from about a dozen to 20 such training centers to train volunteer leaders and we'd have to have an adequate budget to run them. We need state leadership, not just for the schools alone, but also that takes into its preview all individuals from birth to very old age. Our own university Institute of Gerontology, as a case in point, is beginning to do something of that kind for the older people. However, much more needs to be done and on a much larger scale. We need a good deal more research leadership, not just for pure physical education research, but a great deal in the field of applied sociology, applied psychology, applied gerontology, how to organize our program, how to plan and how to administer them. I'm speaking now of programs of physical conditioning. There needs to be much more accurate popular writing in this field so that those who have missed this kind of education when they grew up may get it right here without feeling they have to go to college all over again.

Some of the popular education you're getting from the press and in the magazines today about heart disease is a result. President Eisenhower is a case in mind. They're writing those things so anyone that isn't feebleminded can understand it. What is probably most needed is some wealthy foundation that would be willing to support and further this kind of research for our country. It would probably be at least a 10-20 year job to really get it rolling. Now this is a team job for many disciplines in the university. Not only physical education, public health and hygiene, recreation, but physiology of exercise, educational psychology, clinical psychology, certain aspects of medicine, sports medicine, sociology and nutrition are all needed. There is now a little too much departmentalization in this kind of research for our best interests in the field concerning which I'm talking. A good part of the world is far ahead of us in some respects. I have faith that some day we may catch up and get quite a ways toward the time where we can supply leadership to the rest of the world in most of these areas.

Most physical educators are not aware of what's going on in the other countries, largely because most of them do not read the foreign current literature in this field; and hence out of this ignorance, we think that our physical education program is far ahead of all the other countries. In many of the

respects that I have mentioned, we're quite a ways behind. In comparison with other countries, we're far ahead in research. And as I have said, so far Iowa has led the other universities. We seldom, however, work all of our research findings into either our philosophy of physical education or into our technology, and this tends to be true especially in states like Iowa which has no centralized state leadership.

We are quite behind in the teaching methods of gymnastics, though we are even or ahead in the teaching of sports. We are not as far ahead in this as most of us think we are. Argentina, for example, with a population of 22 million gave our basketball team in the last Olympics an awful scare. Brazil beat the rest of the world, including England, in soccerg and then little Uruguay, with a population of 2,500,000, about the size of Philadelphia, beat Brazil.

We have no unity to our philosophy. With ten different philosophies of physical education, each cannot be the best. We do not even agree on a common terminology. We are far behind on many of the specific subjects taught. For example, in physiology of exercise, we're behind most of the rest of the world, simply because 70 percent of the research in that field is published in German, about 15 percent in French, another 5 percent in Spanish and only the last little bit is published in English. We have only one journal of applied physiology in the United States in that field and the content of that is not very useful for physical educators. In sports medicine, we again have a language problem. We have no magazine of sports medicine in English, either here or in England; and all of our sports medicine is simply a matter of repairing broken athletes, as in this country. This is only 1 of 12 different aspects of sports medicine. We need much more research based on facts and not just on opinions.

In the United States we are publishing a great deal of material relative to sports for girls and women and relative to sports for the upper elementary and junior high school individuals, based largely on prejudiced thinking and not based on any objective research. Now prejudice may be good or bad of course. This does not mean that all of it is wrong, but it means as anything means, that it is based simply on the average opinion of 200 people who don't really know.

Now I hope that the next 50 years will show physical educators to be more literate, to be able to read the physical education literature of the world, to seek for facts proven objectively, to supplant principles based on the average opinions of people who don't know, but who are all anxious to contribute their average ignorance to form a consensus of uninformed bedlam. I should hope that the time would come when many women would work out their philosophies of physical education together rather than, as it is now, in too many cases, fighting blindly and far too often unintelligently. And I would hasten to say that the unintelligent contributions are about equally distributed as the accepted word. Often there is heat enough to run a locomotive, but not enough light to light a small room.

So long as I live, I never expect to come to the word "finally." As my last point, I hope the time will come in the United States when all physical educa-

tion will be planned, not only to help unfold the personalities and characters of school children and to develop their health and abilities to function to the fullest, but to become a way of life that will aid in the evolution of the person not only during the school years, but from birth to senescence and to become a part of the habits of our lives till the end that we may become not only healthier and physically more efficient, but that we may develop much richer lives in many respects.

51

Looking Back Over Seventy-five Years of Work in Physical Education

MABEL LEE

My career in physical education has been a most happy and satisfying one, and as I approach my 85th birthday, I find myself in a contemplative mood. "Looking back" can therefore be a happy interlude in an otherwise still busy life. Ever since my retirement in 1952 (19 years ago), I have been looking back most of the time in behalf of the profession although not from any premeditation on my part. In fact, I came into all this looking back rather unexpectedly. It all came about in this way:

Shortly after my retirement the representative of a publishing house approached me about joining another author in revising an old book on the history of physical education. Nothing was further from my thoughts, and I refused the invitation since I had just started work on my professional memoirs which I was writing on an Amy Morris Homans Fellowship Award from Wellesley College. But the publisher was persistent and upon the third invitation, although I had no previous experience in historical writing, I gave in and put my memoirs aside. This was the beginning of a queer chain reaction of events in the way of historical writing which was destined to pursue me for 15 and more years all putting me solidly into the business of "looking back" as my major professional work in retirement. With the revision of the old book completed, I picked up my memoirs once more only to awaken one morning to the realization that I had seen nothing in any current professional literature about a 75th Anniversary Celebration for AAHPER and here was that 75th year almost upon us. I suppose the reason this came to mind to me so strongly was because I had had the same experience 25 years before when I had written to the then president and asked him what he was planning for a 50th Anniversary Celebration. He had replied, "What do you mean 50th Anniversary?" and I had called his attention to the fact that our organization was born in 1885 and here it was almost 1935 — 50 years later. He swung into action. Now 25 years

later I was writing similarly to another president, this time about a 75th Anniversary. Deeply involved in other things, the president begged me to take over the responsibility of a celebration if given a block of time for it in the 1960 convention program. How could I refuse?

With these plans underway it was hurriedly decided that we should publish the 75-year history of our Association as a special issue of April, 1960 *Journal*, and again I put aside my memoirs to write the first half of that history with Bruce Bennett, later to become our historian, writing the last half. When I at first refused this assignment, I was reminded that I was the one who had stirred up all this 75th Anniversary business in the first place — so again how could I refuse? With this 75th celebration over, I urged them to begin planning for the 100th Anniversary at once. Also at this same time I had a complaint to register with the national office. In writing the history from 1885 to 1930, I was appalled to find that our Association had no special repository for its historical records and that there was practically nothing preserved of the past other than copies of the old periodicals ... *The American Physical Education Review*. I begged that the Association establish its archives at once appointing someone to be responsible for this work. Shortly the Executive Secretary approached me saying, "You will be happy to learn that we have resolved to appoint an archivist at once."

"Splendid," I exclaimed, delighted at the news, "who is it going to be?"

"You," Carl Troester replied.

"But I know nothing about the work of an archivist," I said in amazement.

"Who of us does?" Carl asked. And after a brief chat I saw that it was true, that I did have deep interest about it and that since I was retired my time was my own. So after agreeing to volunteer my services to the Association (if in return it would pay necessary expenses in addition to my membership in the Society of American Archivists and finance my trip to its convention each year so that I might in some fashion learn about such work), I was officially appointed AAHPER's first archivist. This position I held for 10½ years, a term of office full of many new interests, many new acquaintances and much interesting travel. Also, it took up a terrific amount of my time for those 10½ years but it also gave me an immeasurable amount of pleasure and satisfaction.

No sooner settled into this than the Midwest and Central Districts asked me if I would write their joint history, 1912-1933, before they separated into the two groups of today. I was the only one left still in touch with the profession who had had a part in those earlier years of work. So again, how could I refuse? I was delighted that people were becoming history-minded. Then the Central District asked me to write its history from the year of separation from the Midwest to 1963 and again I seemed to be the only one left still in touch with the profession who had been instrumental in bringing the Central District Association into being, and once more how could I refuse? So with the help of a dedicated group of later officers, I put out that history too.

Since then I have also revised the revision of the old history book. All this time the Archives work went on, but with work on the memoirs sadly disrupted. Now I have given up the archives work and I hope I can say "no" at last and finish the memoirs which, creeping along for the past 12 years, are now completed but for the closing chapters. Just a month ago, I again put that work aside to take part in the Big Ten Symposium on the History of Physical Education and Sports. The two speeches given there added to the "looking back" process and are in tape recordings made at that time. Also five years ago I was the convention luncheon speaker giving highlights from my memoirs, *From Bloomers to Bikinis*, which speech is also on tape recording in AAHPER Archives. So I am leaving many records of "looking back." In light of this, I now ask myself, what shall I say for *this* tape recording that will not be a repetition of these other efforts? I think I will just meditate a bit about my career in its early aspects and perhaps ask myself what remains.

What were the influences that led me into this field of work — I, of all people, frail and plagued all my earliest childhood days with much illness and, to compound the surprise of it, an extremely shy and painfully sensitive child growing up at a time when none but the boldest young woman deliberately chose to have a career other than marriage which would take her away from the sheltering roof of her father's home. At the turn of the century marriage was still the only generally acceptable career for a woman. As I look back upon this from the vantage point of 70 years, I see that it was circumstances more than anything else that led me into my career in physical education but it was inheritance most of all that set the shape and tone of that career. Fortunately, inheritance gave me a strong instinctive drive towards physical activity so that, young as I was, I sensed that I would be but one watching from life's sidelines if I did not break out of the bonds that fettered me physically.

This thread of early physical weakness runs through the life story of many who, like myself, were awakened to work in the field of physical education through their early efforts to overcome their own weaknesses. To mention but a few there are Tait McKenzie, Dudley Sargent, Jessie Bancroft, Senda Berensen and C.H. McCloy. I, too, fought for freedom from my frailities. Many times tearfully and always stubbornly I tried to keep up in the activities of my sisters and playmates who fortunately for me were extremely active and lively youngsters. It would have been sad for me had I been an only child. It was a kind fate that gave me three sisters so near my own age that were going through the various developmental stages at about the same time. I made great efforts to join my sisters in their activities, and I was lucky in that they did not reject me but instead helped me. This does not mean that my parents did not do everything in their power and knowledge to bring me to good health. I was their constant concern.

As we children grew older and our little world enlarged to include our whole neighborhood, we girls discovered boys our own ages. One household, just the

oppposite of mine, had four boys and no girls, others, both boys and girls, and we all played together joyously knowing no games as for boys only, none for girls only. As the boys discovered me a sickly one in the group, they, too, had an instinctive desire to help me, and in helping me they developed their own chivalrous inclinations. It was good for them, also good for me so that never in all my life did I go through a period of hating little boys as happens frequently to little girls. This proved one of my earliest influences that helped shape me towards a career to work pleasantly with boys and men in what I was to find later was indeed a man's world.

As I gained strength and endurance I was gradually accepted into the full life of child's play in our neighborhood, and we were blessed in my Southern Iowa home town by lots of hills and wooded areas all about us, by a creek near at hand and by companions whose imaginations and creative minds led us into rich use of these natural resources. Although such a thing called "physical education" was unheard of, we nevertheless had an abundant life of healthful physical activity even if but child-planned, child-inspired and child-motivated. When high school days came along my horizons widened to include my entire home town of around 8,000 population. Now I discovered the joys of highly organized team sports, in my case, being a girl and at the opening of the new century rather than 10 years earlier, this sport was basketball. Senda Berensen's modification of Naismith's game for boys reached my part of the country only in the late 1890s and early 1900s but at that coming before Naismith's original game and so recognized, at first, in the middle parts of the country only as a game for girls. Once I learned of this game from older girls home for vacation from their fashionable finishing school near Chicago I never rested until I had stirred up enough girls to make two teams and necessary adult permission and some money for equipment and got the game going. At the time I was only a freshman in high school but even so I can claim the distinction of being the one more than anyone else who brought basketball to my home town. This was my first crusade in the field of physical education.

Circumstances and environment were beginning to point me towards the career I was to choose. But inheritance gave me a strong push, too. Of all of his family in his generation, my father, the fourth Alexander Lee in America of his family line, inherited the Lee family strain for crusading. His father before him had neglected his family and his business interests to advance the work of the underground railroad to bring slaves from the south up into Iowa and from there on to Canada and freedom. In his day, my father fought the saloons in behalf of the Temperance Cause and for law and order in our town and county serving for years as president of the Law and Order League; frequently deputized as a sheriff so he could check first hand for the citizens that laws were being enforced. So here was I, only a freshman in high school, beginning to show signs of becoming a crusader for my generation as I stubbornly fought for the right for myself and my playmates to be permitted to play this new game on the school grounds. Also as I was trying my fledgling wings at crusading, I was

showing my true colors in behalf of democracy for we gave every girl in high school a chance to join us and were able to find only enough girls for two teams to try this strange new activity.

This crusade was also bringing to the surface a philosophy that was to serve me throughout my entire career—a philosophy that came to me as if a bolt out of a clear sky before I knew the word philosophy or what it meant. It came out of inner unrecognized thoughts full-blown. This little incident showed up my true instinctive belief before I knew I had any beliefs on such a matter and came not as afterthoughts following overheard conversations of elders or even of my own age group or from previous contemplation of the matter. It was brought to light when the girls of a nearby college wrote to us high school girls challenging us to a game of basketball to be played at their college. This was my first consciousness of what later became known to me as inter-school athletics. My reaction to that letter was instantaneous, although my reply was somewhat delayed. It said, "We girls are having all the fun we need by playing here at home by ourselves." Throughout my entire teaching career I remained true to my earliest instinctive decision on this matter.

My mother's determination that her daughters were to go to college, come what may, even though only 10 percent of high school students did in those years go on to college and most of these were boys, was a great turning point in my life's plans. In college my horizons widened still more to include my entire home state. Coe College which had been chosen for us sisters was just then completing a gymnasium building and was establishing its first departments of physical education for both men and women. When I went to my first class meeting in the gymnasium and the newly appointed woman director walked out onto the floor arrayed in a beautifully tailored gym suit and with the bearing posture of an imagined queen I knew instantly that her calling was to be mine. Never in all the years that followed did I ever once waver from that decision. Never before in my life had I heard of such a career for a woman. Now I was privileged to come to know personally a woman who was engaged in such a career.

Miss Charlotte Poyneer, my gym teacher, was a fine looking young woman who had recently completed the two-year course at the Boston Normal School of Gymnastics. From her I learned that one could go directly from high school to a special school to be trained to become a physical director. I immediately informed my parents that I knew exactly what I wished to do with my life and asked to be sent to the Boston School. My parents, no doubt filled with dismay at this strange wish of mine (for they had never heard of a young girl taking up so strange a career) informed me that I must complete my four years of college before they would consider such a possibility for me. I was loving every facet of college life and gladly settled down to the prospect of four years there. But with an eye on my future plans I chose for my major, psychology and philosophy, and for my minor, biology, all of which Miss Poyneer assured me would supplement well the later professional training.

Now I discovered English field hockey, esthetics and folk dancing and gymnastics. Life in a small Middle West coeducational college in the first decade of this century was to me a very happy experience.

With the cherished bachelor's degree in hand I still held to my resolve that I wished to have a career and that career to be in the field of physical education. My parents, still dismayed at this decision of mine, were nevertheless true to their promise and sent me to the Boston Normal School of Gymnastics where my horizon now widened to include the entire United States for there were students there from all parts of the country. These 63 years later I thrill at the memory of the wisdom of my parents' decision that I must have the four years of liberal arts college work before any specialization. Always throughout all my life, several years younger physiologically and emotionally than my chronological age, this insistance on their part was a life saver to me in every way since I was a decidedly late bloomer.

If in all the years of my career I ever had any advantage over my contemporaries—as I know that I did in many instances—I am sure it was always due to those four years of liberal arts education plus two years of intensive specialization rather than four years in college with a major in physical education as is now the pattern. Although I was completely unaware of it at the time there were only a very few women at work in this field in the opening years of this century who had six years of schooling be ond high school.

It came as a great surprise to me when I entered BNSG to discover that only one other girl in my entering class had the bachelor's degree and that only two in the upper class possessed it—only 4 out of 75 students. These last 2 soon dropped out of work in the profession for marriage and my own classmate hid her light under a bushel and was scarcely ever heard from. I alone of those 4 carried on. The head of my school, Amy Morris Homans, years ahead of her time and thus seeing the handwriting on the wall, was making a great effort to attract college graduates to her school. It was my degree that saved the day for me. Without it I would never have been allowed to stay beyond the one month of probation for I was greatly underweight and seemingly too frail for the heavy dose of physical activity which that school demanded of every pupil—a heavy dose that forced me into physical fitness at last—a fitness I still enjoy to this day in my mid-eighties.

Because of my college degree, Miss Homans was willing to take a chance on me and I was granted an extra two weeks of probation in which time I was to gain 10 pounds or withdraw from the school. With the thought that my life was about to be ruined I was frightened into gaining 12 pounds and so was salvaged for the profession. At that time I little sensed what an advantage the possession of this degree was to mean to me. In those days very few public schools employed trained teachers in our field, most offers of positions came from colleges and these were beginning to call for college graduates which meant that the two of us in my class with the degree had first chance at these calls. In the end it meant but

little to me insofar as my first position was concerned, for after I had accepted a position in a woman's college which asked for a college graduate, I asked to be released from the contract so that I could return to my own alma mater which would have taken me without the degree as it had been pleased with their first physical director without one. I was homesick for my own part of the country and to get back into a coeducational school and when Miss Poyneer resigned to marry and I was offered her position, I gladly accepted it, even without having the slightest dea what my salary was to be. I had spent the past two gruelling hard years getting myself physically fit and acquiring knowledge and skills to teach physical education, and by then I knew I wanted more than anything else to work with college-age students, and in first trying my wings, feeling none too sure of myself, I wished most of all to make my first efforts where I was already acquainted and accepted and where I was sure I would be given every encouragement in my work and would be free to develop in my own way and at my own speed. All I wished was a chance to "do my thing" as young people say it today, using my teaching of physical education as the instrument through which I would work out my own method of helping young girls chart their own life patterns. I felt a great missionary zeal about this.

Shortly after I was launched upon my career I discovered Robert Frost's poem, entitled "The Road Not Taken." He was then a newly discovered young poet coming onto the national scene. Having made my decision only a few years before and remembering the emotional experience of it I seized upon this poem and copied it into my note book of favorite poems and have read and reread it many times in all the years that have followed. Remember the last lines?

> Two roads diverged in a wood; and I,
> I took the one less travelled by,
> And that has made all the difference.

Yes, I took the road less travelled by and it brought me much satisfaction and joy. Since those days so long ago, more and more women are coming to see that life can offer much contentment and wonderful opportunities for worthwhile service from a larger stage of action than the home alone, and the marriage problem is being settled in a better way than by renunciation, now that advances in homemaking have opened the door to a dual role for women with a mission.

As to my seeming unconcern about salary, in later years I refused several offers at considerably more pay for positions which I felt would lead me into somewhat different directions than I wished to travel—although just what directions there were to travel were quite nebulous to me in my early teaching years. For example, early in my career Blanche Trilling, several years older than I but in the class just ahead of me at BNSG, no doubt recalling my enthusiasm for our work in Boston at the Hospital for Crippled Children and for corrective gymnastics in general, made me a splendid offer to come to her staff at the

University of Wisconsin to establish courses in correctives. When I refused this offer to stay on in my old position at a much lower salary in order to continue as my own boss in a small position, Blanche apparently was thunderstruck for she let me know that it might be well for me to reconsider her offer and thus give thought to my future within the profession. I obstinately clung to my decision to remain where I was and it took Blanche several years to forgive me for refusing her offer. What Blanche didn't realize about me was that I was a decidedly late bloomer and that this small position, where, even though I already had the bachelor's degree and could have demanded a much better position, I was head of my own little department where I had absolute freedom to try my wings and experiment in teaching in any way I desired.

In my earliest years of teaching I was still fighting extreme fatigue which beset me after each day's work into which I always threw myself unstintingly so that I had to protect my evenings for rest and quiet. This gave me much time for reading and thinking about the work to which I was dedicating my life.

I gradually began developing a philosophy about my work. No one talked to us about such things as BNSG as I am sure not in any other school of that day. But in my undergraduate years, I had been introduced to the earlier writings of William James and G. Stanley Hall. Now I had leisure to delve into their later writings. By then my interest in both of these educators had been aroused by the good fortune of having been presented to both of them while East in school.

The presentation to William James came about in this fashion. The wealthy Mrs. Hemenway, widow of Boston's shipping magnate, had financed the establishment of BNSG and set up her private secretary, Miss Homas, as its director. Through her many philanthropies and aid to education, Mrs. Hemenway knew personally all the great and near-great of the Boston social and educational scenes so that Miss Homans came to know them too. She frequently called upon those of the educational world to deliver lectures and to attend important occasions at her school for the edification of her pupils. On one spring evening in May of 1909 she was giving a reception to the education elite of Boston in honor or President Hazard of Wellesley College to whose campus our school was moving in the fall to establish collegiate affiliation. She had asked several students to help serve refreshments and I, along with one other girl, was asked to serve as an usher to show the guests to seats for the musical program which in Boston society at the turn of the century was the heart of any formal reception. After the guests were seated and the program was in progress we two young girls lapsed into discreetly whispered "Ohs" and "Ahs" from the back of the room as we pointed out to each other the persons we thought were the president of Harvard, the president of MIT, the dean of Harvard Medical School and so on. It was heady company for my friend, a shy little Quaker from Philadelphia, and me, one of those unclassifiable girls from the Middle West. When the musical was over and the guests moved about the gymnasium floor Miss Homans, free for the moment, came over to us two and looking at me said,

59

"Since you majored in psychology for your college degree, perhaps it would have special meaning for you to be presented to William James. Surely you are familiar with his writings." I murmured an embarrassed and scarcely audible, "Yes, indeed" for Miss Homans was always so correct and so stern that she filled me with terror.

"I will see that both of you meet him," she replied and turned to walk towards that distinguished guest at which we two girls followed her thinking that was what she expected of us. When she became aware that we were following her she turned to us and motioned us back to our seats whispering, "A gentleman always comes to meet a lady." Embarrassed at our social blunder we retreated to our seats. Shortly Miss Homans returned with the gentleman in tow and, jumping to our feet, we speechless maidens were duly and in most meticulous fashion presented to the muchly talked of William James. At that time, 67 years old, he had been retired for two years from his long years of service on the Harvard faculty and had but recently returned to Boston from lecturing at Oxford University. He gave the two of us a courtly bow and a smile and moved on to meet others. The following year he died. This presentation was a great moment in my young unsophisticated life.

The following year while in school at Wellesley College I had a second never-to-be-forgotten experience which came about through graduate students at Clark University. One of my Coe College school mates was doing graduate work in psychology under G. Stanley Hall, president of that university, and she invited me to spend a weekend there with her. The small group of graduate students of that year were frequent visitors at the Hall home and on this occasion Mrs. Hall had turned the house over to them for Saturday evening with the stipulation what Dr. Hall would be at work in his study and was not to be disturbed. Whenever a group of young people got together in those years they usually played charades and this group was no exception. Mrs. Hall told us to help ouselves to old clothes in the attic to dress from them. So we had a hilarously good time planning our charades and ransacking through old trunks and boxes for appropriate costumes, each team running up and down stairs, whispering its plans, and practicing in the particular room assigned it, each keeping its plans secret from the other team as best it could in the face of spying from the other group.

Finally, arrayed in the old clothes of the great man and his wife, we gave our charades. When we had finished Mrs. Hall insisted that they were too good for her husband to miss so she prevailed upon us to repeat them and inveigled her husband to join us. At that time Dr. Hall was in his early sixties. He was a most friendly and informal person and when I was introduced as a visitor in the group he gave me a warm welcome. When our show was over he applauded with much gusto and joined us for refreshments. Gathered around a large oval dining room table we drank hot chocolate and munched on Mrs. Hall's freshly baked cookies while he talked to his graduate students in this informal and friendly atmosphere of some of the things Freud had said to him in a recent visit to America when he

had been a guest in the Hall home. The name Freud meant but little to America as yet, but these Clark University graduate students were all curiosity about him.

So I started my career having been presented to two great American educators, even if I had not as yet laid eyes on the great or near-great in my own profession even though there were several in the Boston area at the time. But Miss Homans made no effort to present any of them to her students let alone even mentioning their existence.

Now in my first position I had free time to read and study the later writings of William James and G. Stanley Hall and to range as far afield as the college library permitted in my self-study plans. As I began, although somewhat subconsciously, formulating my own principles and objectives of physical education, I found myself leaning heavily on the memory of the heated discussions of my college senior-year philosophy class. I was the only girl in that class, and several of the boys who were headed for the ministry, stirred up constant argumentation with the teacher, matching their religious training up to then against the theories of the many philosophers we were studying. Always that one class bell rang too soon, and before the class would meet again we students would have carried on the argumentation on our own in the dining hall, on the dormitory steps, under the trees on the campus, anywhere we could find to carry on.

Now as an inquiring young teacher, taking my work very seriously, I recalled the arguments and discussions with those keyed-up class mates of mine at Coe when we decided one day that for decisions involving group actions Jeremy Benthan's syllogism would be the best guide — namely that the greatest good for the greatest number is the best good, even better than the Biblical precept "Do unto others ..." which we held as par excellence for decisions of an individual nature. Now I began testing out Bentham in regard to decisions on the management of my own department and finding him an unfailing guide I adopted his precept as the fundamental guide for my professional career. There were as yet no books in my field of work to guide young teachers in these things. The first such book that I recall was still 10 years away when I started my own self-questioning to carry on alone from the Sunday morning sessions which several of us girls at BNSG indulged in spontaneously when we talked together about why we were becoming involved in physical education and what we felt it was all about.

Thanks to my parents' insistence that the liberal arts degree was to come before specialization for I now had free time to read and study on my own, thus I was not caught up in the mad pursuit of a degree as were almost all of my professional friends who beyond high school had attended only some private two-year school in specialization and now teaching in colleges and the larger high schools were ordered to be working towards the bachelor's degree if they wished to stay on in their positions. The 1910s brought a clear demand for this degree. The next two decades advanced the requirement to the master's degree and again

I played in luck for every college president I worked under (seven in 42 years) considered my bachelor's degree plus two years of intensive specialization as the equivalent of a master's. In fact shortly Wellesley College :which had taken over BNSG) began giving a master's for the same work I had but recently taken.

When in the next two decades following this increased demand, the doctor's degree became the requirement for the top positions, I decided I was too near retirement to be concerned about it. and in this my presidents of those years concurred. But I and my contemporaries were about the last to get by without a doctorate in philosophy or education. From World War I years on, the degree of doctor of medicine was no longer considered necessary for those who looked to the top positions in our field.

I went into the teaching of physical education with no illusions about my own skills in physical activities. Although I was voted high in gymnastics, I knew that I was merely mediocre in other skills. But it worried me not in the least, for I could keep a jump ahead of my pupils for no one in my part of the country at that time had had the benefit of teaching in physical activities skills and all who came, even to college, were rank beginners in everything. I could teach well enough to benefit my pupils and this opened the door for me to get through to them as individuals to give them an understanding that life is more worthwhile if one is physically fit and how to achieve that end. I knew how to meet that problem for I had for myself. And I could teach physical activities well enough to my pupils to use in recreational hours for re-creation of the spirit as well as for fitness. These things I could do for my pupils without being highly skilled in activities myself, playing the part of Jack-of-all-Trades in my one-man department. But later as physical education became more widespread in the lower schools we began getting pupils who were more than beginners. Then I saw that perhaps I might be in for some trouble in my teaching, but by then I was well aware that my real forte within my profession was organization and administration and theory, rather than practice courses, and seeing the handwriting on the wall, I realized I needed to be directing a large department with teacher training work added where I could turn the practical work over to better teachers than I and where my main work would lie in administration and courses in theory and counselling of students. And so still playing in luck, just as I was beginning to wonder if I had not best be looking for a new position, king fate handed me an offer out of a clear sky, and I found myself all of a sudden at the University of Nebraska in a position made to order for me. On my mother's side of the family I had come from a line of circuit-riding preachers who did their best work putting new life into run-down churches. This new position was a similar run-down situation and I loved the challenge of it, also the type of student I found there at the University of Nebraska — wholesome, unsophisticated, young boys and girls from the small towns and farms and great ranches out west. And my 12 years of heading up a small department where I had to be Jack-of-all-Trades served me well for I had developed a deep interest in all activities to be taught.

Whatever skill I may have acquired in organizing and administering I came by purely by the trial and error method for no courses were ever offered in my student years to help one in such duties. It was my impatience with this lack of training in our schools and lack of aids that led me to write my first book, *The Conduct of Physical Education*, so that young inexperienced teachers might find some help at hand.

In my high school years the discovery of Emerson's Essays had a decided influence upon my thinking and early wonderings about what life was about; in college years the pragmatism of William James opened more doors to more wonderings; in training school I discovered — not in any of my classes but at that time — the Essays of the Englishman A.C. Benson which I still like to read and think about; and in early teaching years, I fell under the spell of French Romain Rolland whose *Jean Christophe* held me enthralled for all of the entire three volumes of the English translation. Favorite passages from all these I copied 55 and more years ago into note books that today are dogged-eared from years of reading and rereading. Even today in my eighties I find them still favorite passages. Within the field of physical education we have been and still are show in producing inspirational writers. Luther Gulick's *The Efficient Life* and *Mind and Work* were other main stays in my early teaching years. The profession has not yet produced another to take Gulick's place in this direction, although he has now been dead since 1918.

As I look back upon my career, I am amused at the lack of concern I felt about academic rank. In my first position I had none whatsoever as was the case in those years with most teachers of physical education except for those older ones holding a few top collegiate positions. In my second position I moved at once into a full professorship and it meant so little to me that immediately when I left that position I apparently forgot all about that rank for in later years when asked when I first arrived at the rank of full professor I always gave a date six years later until in my retirement years research into that second position turned up the fact for me anew. In my third position I dropped back to no academic rank once more and again it did not bother me in the least for it was the particular position I desired not the academic rank. By the time I moved into my fourth and last position in the mid-Twenties, our profession was beginning to win the battle for academic recognition so that when once more I moved from a situation of no academic rank directly into a full professorship, I was at last aware of the importance of this distinction. As I look back upon it, it seems a bit ridiculous that in 42 years of teaching the only academic rank I ever held was that of full professor. For me there had been no working up through the ranks from instructor on to the top.

Following World War I, our profession, along with all branches of education, became the object of intensive indoctrination from the educational psychologists. We floundered through the Progressive Education Movement and we heard *ad nauseam* that we were to teach the "whole" child, as if the good teachers through the ages past had not been doing just that. We were deluged

with supposedly new theories. All this amused me much but I went on serenely and quietly in my own ways to advance the profession. This doesn't mean that I rejected the theories, I merely recognized some of them for what they were — the wisdom of many generations past dressed up in new terminology and passed off as new ideas. Although I rejected much of the Progressive Education Movement, I was a most ardent believer in the thought that we must educate the whole child, and I carefully guided my department in all its teachings into that pattern of thought. I wholeheartedly believed that it was more important for a teacher of physical education to use the activity being taught as an opportunity to teach worthy citizenship and healthful living towards a rich and full life than to teach just for the acquisition of high skill in an activity.

As Gulick put it in his book *The Efficient Life*, it is efficiency we aim at, not perfection. This, plus the thought of desiring the greatest good for the greatest number, set my philosophy against giving anything but passing thought and time to sports or any other collegiate athletics and spectator sports as a part of an educational goal. I acknowledge a place for these things in our national and public life but that place is not in education. Recently I was asked in a public gathering if I still, after many years of retirement, was so set against such sports as I was in my early teaching years. I replied that these sports for women as now being carried on were meeting many of the earlier objections and so I could not be so critical of them as I once was, but I had no opportunity to add that I still believe in the greatest good for the greatest number and intercollegiate sports of themselves called for great expenditure of time and energy and money towards achievement of high skills. I still feel that teaching for the efficiency of the many is of far greater importance than teaching for near perfection of a few. Whether one is for it or against it depends entirely upon one's fundamental philosophy about the relative importance of things in the life scheme of our pupils and in administering a department.

My career in physical education as I have previously stated, has been a very happy and satisfying one, happy because I was able to lose myself completely in it and satisfying for I am constantly reminded by grateful pupils that my teaching meant much to them. Besides this, due completely to fortuitous circumstances, I frequently happened to be the person in the right place at the right time and thus honors and recognitions came to me, and, as if a child of fortune, opportunity frequently knocked at my door so that not only in my school and teaching years but also in my years of retirement, fate has been most kind to me; and I look back upon 70 years of contact with the profession of physical education with a grateful heart to have had the opportunity to take an active part in the past 50 years, in particular, in the advancement of this profession.

As I look back this once more I do ask myself, "What remains?" I see clearly that the fundamental beliefs upon which I fashioned my career still stand unchanged. The precepts I left with my major seniors each year at the last class meeting with them before graduation are the very ones I would still give were I

to talk with today's students. Three thoughts I liked most to leave with them were: First, the Biblical precept, "Whatsoever ye would that men should do to you, do ye even so to them"; second, the creed of the philosophical utilitarians, "The best good is that which is the greatest good of the greatest number"; and lastly from Romaine Rolland, "The most beautiful of all the music of the soul is kindness." And I add to that last — kindness to everyone with whom you come in contact, recognizing each as an individual in his own right.

Yes — "Two roads diverged in a wood, and I, I took the one less travelled by, and that *has* made all the difference."

Some Philosophical Implications of Physical Education

WILLIAM RALPH LaPORTE

The question is frequently raised as to what physical education really is and in all probability the answers vary as widely as the persons interviewed. Some in the past at least have thought that physical education was merely a means of developing strong, husky, vigorous bodies. Some have thought that it functions primarily for health purposes to see that children as well as adults develop and maintain a high level of health through some magic process. Some have thought that it was essentially a means for having fun, and that it was primarily recreation centered — that if children could play sufficiently, they would at least blow off steam and be able to do the serious things of life better. Obviously none of these is the answer.

Today we think broadly of physical education as just one phase of the larger area of total education. Physical education, however, is not a subject in education; it is much broader than any subject. It is an area, or a phase, or an aspect, or a division of total education; an integral part of its warp and woof; something that if left out would leave education lop-sided; something that constitutes an essential part of that total education picture. Our more progressive philosophers of today would assume that physical education is that part of aspect of education that is concerned primarily with the physical aspects of life, partly with the individual's physical development and organic growth, but more particularly with his ways of expressing himself. It involves all aspects of his life, but with the primary emphasis on the physical. Therefore, it would seem that physical education would have as its function the development of the physical life of the child to the maximum and then, beyond that, training him to use the skills that he develops through this process so that he will better be able to express himself physically, socially, and to control himself emotionally. This will help him to become a better member of society because he has the skills, the feeling of status, a sense of competency and the assurance that he can use his

66

body effectively as a skilled medium of expression. If anyone doubts the importance of skills he might try to give expression to some idea without using the physical medium, the muscles. Even a voice, gesture or a flicker of an eye by which an idea is conveyed to another must come through muscular contractions. This means then that those dealing with this aspect of child development carry a tremendous responsibility. First, for building a body that is sound and as healthy as can well be within limits. Second, for developing a body with highly perfected skills — skills that can be used with satisfaction and thrill that will make it possible to better pass on ideas to others, and that will provide functional hobbies for youths throughout a long lifetime. Third, for creating favorable social settings for which these skills can be developed and practiced so as to assure sound, agreeable, social personalities with an emotional balance and maturing.

Let us go back another step to the question, "What is education?" Education might be defined as a form of social living through which the child develops the ability to adjust successfully to things and to people. Education isn't merely preparation for the future. It is learning to live in the present. If the present is adequately cared for, the future will take care of itself as a natural outgrowth of day to day good living. Therefore we should be more and more concerned with adapting the program to the individual in terms of his age, his interests, and his many needs — physical, social, mental, emotional, ethical and moral. If we conceive of education in a larger sense, we will think of it primarily as preparation and motivation for living in an ideal environment. An important challenge to the teacher of the future then, is not to be an expert technician, but rather to be an expert social counselor and coordinator. He will create wholesome situations in which the child will learn effectively, stimulatingly, and enthusiastically and go out prepared to do the things which will make him a better member of the society in which he lives. In an earlier generation we were led to believe that knowledge was power and if one had sufficient knowledge, nothing else was necessary. Some assumed tha if the individual had sufficiently high moral standards and strong religious enthusiasm with a modicum of the fundamental skills of reading, writing and arithmetic, he was well prepared for life. They were not much concerned with social relationships.

Today we define social relationships as being increasingly stressed. As a result, general educators are recognizing the increasing potentialities in the physical education field because of its exceptional possibilities for social training and personality development. Personality is the factor that makes the individual operate. It is what makes him a good or bad member of society. It is the thing that determines how he will express himself, and, to a large extent, what he will express. Personality increasingly is recognized as a product of activity. It can be developed but only through activity. Reading and study alone are not sufficient. This means then that physical education holds the golden key to the finest medium for personality development and self-expression. The individual faces increasingly different and challenging situations in modern society.

Puritanic standards are no longer maintained today. You are not satisfied with American conformity to religious and secular laws and customs. We demand in addition: happiness, satisfaction, recognition and appreciation. Our standards are increasingly relative as compared to the old absolutes.

Those standards that are considered today are not absolutely right or wrong, but relatively so, in terms of the circumstances, the time, place and the person. As a consequence, the individual has to be more thoroughly trained in terms of his own capacity and in terms of his own problems. This requires a much different approach, the democratic approach, the social approach, in which the emphasis is on training the individual to make his own decisions on different problems as they arise from time to time. This is quite different from the old packaged information type of education. The student isn't taught so many specific things, rather he is taught approaches. He is given advice as to where he can find necessary information to solve problems. He is also given training in how to become a better leader in social organization. In the end, physical education is on the spot, that is, there is no other subject or field that offers an unexcelled opportunity to train for leadership through social activities and team sports activities and an ideal task for the child to receive training in cooperative relationships. The question arises, "what best develops the child?" Is competition the best method, or might a greater emphasis on cooperation be preferred to intense competition?

One of the outgrowths of the stress on competition in the years past has been the athletic contests. This of course reaches its peak through interschool competition at various levels, under which have come many benefits but also many undesirable social situations. Today this issue is very hot: "What shall be done about athletics?" Shall we continue to stress the intense competition or shall we attempt to modify it to some extent and give more emphasis to cooperation through our educational programs in our physical activities? It still is a unique question as to whether children may not be basically more interested in cooperating than in fighting and competing. Competitions in early childhood have been encouraged through adult standards and pressures and through demands upon a child to do better, go faster, to win out, to beat everybody else. In actual practice, in society today, the need is not to beat everybody else, but rather to live as best one can within the limits of his own abilities and his own responsibilities so that he can contribute to others rather than take away from them. Competition takes away from. On the other hand, you may appreciate to contribute to. Probably our international problems would be much more easily solved if more people were concerned with contributing to the welfare of others.

One of the most challenging things about the physical education field is its pioneer character. Much of the foundation work has been accomplished in other areas of learning. Many of them have been thoroughly worked over with little pioneer work left to be done. In physical education, on the other hand, almost everything is still in a primitive state in which opportunity is offered for the pioneer, the original thinker, the investigator, or the creative teacher. In

addition, it provides the thrilling experience of cooperating with children in the types of things they enjoy doing. Perhaps the greatest weakness in physical education at the present time is the lack of a well-rounded program of instruction for the masses of children. Some communities offer excellent programs, but the vast majority are hopelessly inadequate with many communities providing almost nothing. This means that millions of children throughout the country are suffering from the lack of an adequate program in physical education. Their minds are being trained reasonably well, but their bodies are not being given the development they should have. The idea is there that they socialize coordination with their mental and physical social activities. The familiar old Greek slogan: "mens sana in corpore cano" — "a strong mind and a strong body" should apply as aptly today as in the days of Pericles. This new emphasis, however, is not being stressed generally at the present time. Twenty-four yeats ago, when the new physical education building at the University of Southern California was being built, the writer designed two slogans to be carved on the front of the main entryway, one in Latin and one in Greek. The Latin slogan reads "IN CONCORDIAM MENTIS ET CORPORIS" — "for the harmony of man and body." The Greek slogan translated is — "man in mind and body symmetrical." Both of these convey the same concept; that the individual should be broadly trained and unifiedly prepared with mind and body working cooperatively and in unison. Only in this manner can an affective development of the child be assured.

Probably the greatest potential contribution in child development in America today would be the provision over the country for an adequate program of physical education in all schools so that no child would ever be without the opportunity to develop appropriate physical skills with attendant social learnings. The White House Conference on Child Growth, years ago, set up the specification that every child in America, regardless of race, creed, background, financial status or otherwise, should have an opportunity of unlimited development. The physical education aspect of this opportunity is being sadly neglected. In fact, surveys of many states rate far below 50 percent and some below 30 percent in programs offered. As long as such a condition exists we cannot hope to provide unlimited development for children in American schools.

The second significant contribution to child development would be in securing more well-trained teachers and superior teacher education schools. In the last analysis the best kind of teaching is *good example*. If you can get ideal heroes and heroines to serve as leaders for the youth in America, we will operate through physical activities that are stimulating and inspiring for youngsters. We need to have very little concern as to the social, ethical, and moral ideas of our youth. Perhaps the finest example of the idea of teacher in the physical education or any other field would be that of the old tradition of Mark Hopkins which went somewhat like this:

Mark Hopkins sat on one end of the log
and a farm boy sat on the other.
Mark Hopkins came as a pedagogue
but he taught as an older brother.
I don't care what Mark Hopkins taught,
Maybe his liking was small but his Greek was not.
As a family boy he taught, thought he,
all through lecture time on pres
The kind of man I hope to be,
Is the kind of man Mark Hopkins is.

70

Changing Perspectives... A Personal Journey

ROSALIND CASSIDY

I am honored indeed to be invited to present the 1970 Amy Morris Homans Lecture. It provides me a very special opportunity to look at our professional field, to identify the most crucial problems and to suggest what action we must take as we move into this new decade and as we speed on our way to a new century.

I was invited to present this lecture now some eight months ago and have had an interesting yet difficult time deciding what I most want to say on this occasion since I consider this a most special and possibly my last opportunity, in a long lifetime, to share my beliefs and concerns for our professional field with such an important audience. So in working and reworking my ideas I have hoped this statement could be thought of as "famous last words."

I had originally selected the title *The Time is New — Kinesiology -- The Study of Human Movement* because I had become aware in reading Dr. Caldwell's Ph.D. dissertation, *Conceptions of Physical Education in Twentieth Century America: Rosalind Cassidy*, that since 1923 in every one of my published books and articles I have protested the term physical education as inaccurate and have called upon our profession to describe the body of knowledge with which we are concerned and to find semantically accurate terminology. Ever since the 1900s we have known that there is no separate physical and mental, that we are concerned with a psychosomatically unified organism interacting with its environments. We correctly use the term sociopsychosomatic to describe this total unity of individual and environment. We don't say English education or history education, so in using the term physical and the term education to describe our body of knowledge we are confused in our thinking and certainly extend this misconception and confusion to others.

In recent work with Camille Brown, we have examined at length the depres-

71

sing possibility that the majority of those now engaged in physical education programs do, in fact, think of a separate body and a separate mind and thus continue the confusion. When the emphasis is on the expressive, moving individual building his store of meanings from interacting with his environment, we have a very different focus. I felt that certainly this lecture would give me an important way to say that our concern is with the art and science of human movement and that "the greatest challenge to physical education today is to describe, accept, develop in depth and incorporate in curriculum patterns our body of knowledge using terminology based on scientific fact, not upon 19th century concepts of a separate mind, a separate body, with both separate from societal influences."[1] We simply must not continue the mind-body, physical-mental dichotomy.

In January I began more intensive work on this presentation when all the mass media were assessing the decade of the 1960s and making predictions for the 1970s. At this time I had an opportunity to discuss with Camille Brown, Ruth Abernathy and Stratton Caldwell my need to make the terminology problem the central theme of this lecture but finally concluded that discussing changes in my lifetime with implications for Century 21 would be more challenging than centering on this one single problem. So I chose the title *Changing Perspectives — A Personal Journey* fully realized that relating my intense personal concerns new to the happenings in my lifetime might not seem appropriate, but convinced that I have the obligation to show the background and reasons for my view of a human movement program for Century 21 rather than making the statements with no supporting evidence.

I was born in Quincy, Illinois in 1895. It was a period of great conformity. You did what your teacher, your parents, your church leaders required. Children were not encouraged to question but to obey. It was not intil the period when I worked with Dr. Thomas Denison Wood in developing the first book we wrote, *The New Physical Education — A Program of Naturalized Activities for Education Toward Citizenship*, that I was encouraged to think, to question, to have confidence in my own thinking instead of being told what to think and what to do. This book really starts the thread which continues through all the commitments that I have made and in all the writings that I have produced. It centers around the question, "what should be the physical education program for children in a democratic society?" And so follows the question of this lecture, "what should be the physical education for Americans in the years to Century 21?"

The 1920s in our country was a period, both in education and in physical education, of great conformity, of response-to-command, both in the classroom and in the gymnasium. *The New Physical Education* questioned the current exericise program and suggested the need for another kind of physical education than the unthinking response-to-command of formal gymnastics. It was this philosophy and effort of Dr. Wood and his colleagues at Teachers College, Columbia University, that moved us away from the passive kind of education in

America to the questioning, responsible, problem-solving kind of learning children must experience if they are to thing independently, question and take responsibility for themselves and for others.

Then there was a long period when I taught at Mills College, a small liberal arts college for women in northern California. It encompassed two world wars, a major depression and the beginnings of the Space Age. Here begins a further concern for the societal framework which is part of or related to the first one, "how shall our children be educated?"

In 1936 I did a four-month study in England and Germany under the International Institute of Columbia University. It was there that I saw the very great contrast between the British youth programs and those instituted by Hitler for the children and youth of the Third Reich. This was very dramatic and truly frightening. It sharpened by thinking about the relationship between a given culture and its educational programs.

In 1938 the work I did in The Adolescent Study of the Progressive Education Association under a Rockefeller Foundation fellowship grant eventuated in my next book, *New Directions in Physical Education For the Adolescent Girl in High School and College — A Guide For Teachers in Cooperative Curriculum Revision.* This was related particularly to girls growing up in our society, the "developmental tasks" required of girls in the United States and the dramatic changes taking place in the role of women in this country, all of which remains a continuing focus for study.

In reviewing the life of Amy Morris Homans I felt a kinship with her and with Mrs. May Hemenway in their concern for the liberation of American women. As you know, their establishment of the Boston Normal School of Household Arts in the 1870s and the Boston Normal School of Gymnastics in 1889 was motivated by the belief that women's preparation in these two fields would contribute to their health and freedom.

Mrs. Hemenway did not live to see women in the United States finally given the right to vote in 1920, nor did she live to see her wish that the Boston Normal School of Gymnastics become a department fully established in an institution of higher learning. This was accomplished through the vision, courage and superb skill of Amy Morris Homans when in 1909 the Department of Hygiene and Physical Education was established at Wellesley College. It was through her continuing efforts that in 1917 that program earned the approval of the Wellesley faculty and administration to become a graduate school.

I had been brought up under the psychology and philosophy of G. Stanley Hall with the idea that the individual's various stages of development were the same in all societies. It was *Coming Of Age In Samoa* by Margaret Mead that made me aware of the studies of cultural anthropologists and the fact that different societal-cultural frameworks make very different experiences for children, setting educational goals in very different ways for their development. So, again, this concern with the developmental tasks we require of our children in this country and the way we structure education for them have been mirrored

in a number of my books: *Counseling Girls in a Changing Society*, with an introduction written by Margaret Mead, and *Physical Fitness For Girls, Contributions of Physical Education to War-Peace Programs in the Secondary Schools* which discusses program changes caused by a war society. The introduction was written by Eduard Lindeman. *Group Experience the Democratic Way* written in 1943, was again related to behaviors and experiences needed by children and youth who are to function in a democracy.

The period of 1947-1962, very exciting years, were spent as a professor in the Department of Physical Education at the University of California, Los Angeles, where I continued my societal concern. *Group Process in Physical Education* and the contribution to the first AAHPER yearbook, *Developing Democratic Human Relations Through Health Education, Physical Education and Recreation* (1951) *Curriculum Development in Physical Education* (1954) and *Supervision in Physical Education, A Guide to Principles and Practices* with Wiles and Brown in 1956, all carried the same thread, "what is physical education? what must it be for the children in a democratic society?" The 1963 book with Dr. Camille Brown, *Theory in Physical Education: A Guide to Program Change*, continues to ask, "what is physical education?" It relates to the purposes of citizens in a society such as ours but takes another step in-depth related to the body of knowledge of physical education and inaccurate terminology and is focused on the theoretical framework of our discipline, human movement.

In the spring of 1963 a study in Israel under the sponsorship of the Israeli Ministry of Education and Culture was made to discover the relationships between that societal framework, the educational philosophy and the educational practices in the new state of Israel.

An article in *Quest* in the spring of 1965 entitled "The Cultural Definition of Physical Education" again emphasized the theme that began many years ago in my work with Dr. Wood in 1925.

In October and November of 1965 a study was made in 10 leading universities to ascertain new directions for Century 21, new terminology for the body of knowledge of physical education, and new program directions in university and secondary schools. These were selected because they are in the places where people in our profession have the highest degree of output in the literature. There were six in the Middle West and four on the Pacific Coast. We found a great deal of thinking and formulating in relation to the body of knowledge of physical education. The second area where we found a good deal of effort being made was in relation to terminology. These are some of the terms we found being considered:

Kinesiology	Biomechanics	Anthroponetics	Basic movement
Movement education	Sports	Anthropokineticology	Homokinetics
Humanics	Biokinetics	Ideomotor	Anthropkinetics
Ergonomics	Art & science of human movement	Kinesics	Movigenics
Human performance		Kinestructs	

The newest technique being used was teaching with closed circuit TV instruction. Many of the institutions have a required first course, some for men, mostly for women, called Basic Education, Movement Fundamentals, Foundations of Physical Education, Movement Education. There we found little if any innovation in secondary school programs in spite of the fact that we felt that innovation in the university would mirror change in the high schools. The kind of change occurring in the few places we were able to identify were mainly related to flexible scheduling where the Trump plan had been adopted for the whole school and physical education had to make program adaptations of time modules, independent study and team teaching as well as differences in class size for different kinds of experience.

I think of the work of Dr. Wood in breaking away from formal gymnastics as the Revolution of the 1920s and these last years of the 1960s as the beginning of a second revolution in concepts of our body of knowledge and in correct terminology. In this revolution of the 1960s several things should give encouragement: The Design Conference, October 1965, sponsored by AAHPER, the American Academy of Physical Education and the Athletic Institute set up to develop a plan for a long-term, foundation-underwritten study of the body of knowledge of physical education; the Theoretical Framework Project; the several years' concentration by the men directors of physical education in the Big Ten universities at their annual conference which focused on examining, formulating and discussing the body of knowledge of physical education; recognition by AAHPER at the Dallas meeting of 1965 of a Kinesiology Council with a plan for a Kinesiology magazine, and the beginning of a column for the Kinesiology Council in the AAHPER journal in September 1965; terminology proposals in the literature; proposals for a National Curriculum Study; Federation Reorganization causing search for accurate terminology; the increase in schools using flexible schedulings; the theme of this 1970 conference, "Preparation For and Adjustment to Change"; Catherine Allen's message in the January 1970 Newsletter, "The Time Is Now"; and the focus on change set for the NAPECW Workshop this summer.

What is the cultural definition of physical education?

> I have long held that in any given period, Physical Education is culturally determined by what man thinks of his body, and how he thinks of himself in relation to his body, and how he thinks his body should be trained, exercised, disciplined, developed, educated; in effect, how he, himself, should be trained, exercised, disciplined, developed, educated. This is true whether in a society where the self and the body are believed to be separated or in one where there is an acceptance of the scientific research which shows man as a moving, thinking, feeling, expressing, unified organism.[2]

So we come to the question, "what will be the social-cultural framework of Century 21 which will make the new definition of what we now call physical education?" Where must we look to assess man's need for Century 21 which give us guidelines for educational programs? We know that we are now and will

continue to be in a period of unprecedented speed of change with the threat of atomic annihilation, with space exploration, automation, a computer society, conflicting ideologies, youth unrest-protest, violence, apathy, withdrawal, a free-time society with population, urbanization — lack of space, pollution of air, water, decreased open space. Margaret Mead in her most recent book says "the future is now."[3]

To live fully in this "now future" man will need:

To achieve self-identity and self-value

To experience one's self as significant, creative, successful — to find personal meaning in an impersonal world — self-actualization

To welcome change; to be flexible, to think and act creatively; to be self-directing

To come to one's fullest development in growth and personal potential

To relate and act responsibly to others — to care

To develop self-fulfilling interests and skills

To be valued and value others

To value freedom and justice for self and others

So the questions we must ask:

"How must we reorganize our physical education programs to *educate for living* in our society, in our world in the 1970s and for the year 2000?"

"How must we ourselves change in order to see the need for a *new* physical education, create new patterns and put them into effect?"

A look back now to *The New Physical Education* of 1927. The answer to these questions were stated then in what Dr. Wood termed "the New Decalogue of Physical Education." I quote them here almost 50 years in relation to the answer I see today.

The First Commandment. The theory and practice in physical education shall not be static and standardized but shall conform to the universal law of evolution. It shall be in a state of constant growth and development.

The Second Commandment. The physical education in any given country shall be appropriate to the nature of the people and planned to meet their racial, national, community, and individual needs.

The Third Commandment. Physical educators shall constantly test their theory and practice by the criteria of modern, accepted, scientific knowledge and general educational principles. They shall be open-minded and ready to discard all useless forms, and incorporate modern scientific practices.

The Fourth Commandment. Physical education shall consider the child as a unified whole of mental, social, moral, and physical qualities and shall provide for the optimum development of all these through the activities furnished.

The Fifth Commandment. Physical education shall provide activities which satisfy the instinctive tendencies of the growing child, the instincts which Nature has given the individual that normal growth of human

powers may result, the instincts favorable to the progress of society and the race.

The Sixth Commandment. Physical education shall aim to make its complete contribution to the education of the child for full participation in worthy citizenship in a democracy.

The Seventh Commandment. The type of physical education which seeks to give a full and worthwhile experience to the individual during childhood, which will lead to worthy adult citizenship, must do so by providing situations in which the child will find the socially valuable responses satisfying. This rules out formal and artificial activities where blind, unthinking obedience is the approved method and the desired result.

The Eighth Commandment. Physical education activities shall be so presented to the child that a superior type of reflective thinking takes place.

The Ninth Commandment. Physical education shall develop attitudes and habits of good sportsmanship, good bearing, and positive health. These are logical concomitants and outgrowths of naturalized activity.

The Tenth Commandment. Physical education shall make service for others so satisfying that it becomes a habit in childhood and grows into fullest expression in adult life. To this end the individual shall be encouraged to work for the good the group and in this way come to realize that the fullest self-expression and highest satisfaction result from social service.[4]

I prefer to answer the two questions, not with a 1970 Decalogue but with a list of minimum essentials directed toward understanding oneself as in Barsch's term, a "Terranaut" moving to explore earth-space. He says "Learning is the exploration and discovery of personal meanings. Man is designed to move. He moves. He learns, He learns to move. He moves to learn."[5] I see these minimum essentials for today as:

1. Creative teachers, concerned with an *education for living* for each individual, who accept and understand human movement — kinesiology, the study of human movement — as the body of knowledge with which they are concerned and their task to help each student to learn about and to achieve his own unique individual movement potential as basic to achieving self-value and self-realization.
2. Environmental resources for exploring movement such as activity space, various surfaces, apparatus, play fields, work tasks, films, reference books, study space, lecture space, learning packets, workbooks, sports equipment, mirrors, pool, etc.
3. A flexible schedule allowing for individual differences and purposes.
4. Orientation to the opportunities for movement experiences and the resources for learning in the particular situation.
5. Periodic self-assessment and counseling to make and remake one's own program, built upon understood and accepted individual purposes.
6. Opportunities for problem identification and independent study.

77

7. A wide range of experiences available for the exploration of one's own movement possibilities.
8. Experiences to understand one's fitness status and potential and means of keeping in condition (conditioning, training, and relaxation).
9. Opportunities to explore the expressive, communicating possibilities of one's movement.
10. Opportunities to build leisure interests in the acquisition of sports, aquatic, dance and outing skills.
11. Opportunities to enjoy movement experiences in natural settings with learnings emphasizing man's responsibility for preservation of his natural environment.
12. Opportunities to create one's own movement patterns.
13. Opportunities to learn about others and to relate responsibility to them through movement experiences.
14. Opportunities to gain leadership skills and to use them in community service.
15. Emphasis in all movement teaching — learning centered on concept formation to "man as a moving being."

I shall not be around as we speed into the next century, possibly not even the next decade, so I care deeply about action *now* for our profession to understand and accept the central contribution that broadly conceived movement programs can make to the development of the individual. I do not see this as possible as long as we confuse ourselves and others with the term physical education—we are concerned with the study of human movement. The term kinesiology means just that. Now the question is: "In today's world of unprecedented speed of change is it possible for us to change?" I do not think we have much time left to us.

FOOTNOTES

1. Rosalind Cassidy, The cultural definition of physical education, *Quest*, p. 14, April 1965.
2. Cassidy, *ibid.*, p. 11.
3. Margaret Mead, *Culture and Commitment—A Study of the Generation Gap* (Garden City, NY: Doubleday, 1970), p. 97.
4. Thomas Denison Wood and Rosalind Cassidy, *The New Physical Education—A Program of Naturalized Activities For Education Toward Citizenship* (New York: Macmillan, 1927), pp. 62-64.
5. Ray H. Barsch, *Achieving Perceptual Motor Efficiency: A Space Oriented Approach to Learning* (Seattle: Seattle Sequin School, July 1967), p. 37.

BIBLIOGRAPHY

AMY MORRIS HOMANS

Halsey, Elizabeth, *Women In Physical Education*. New York: Putnam, 1961, pp. 146-151.
Skarstrom, William, "Life and Work of Amy Morris Homans," *Supplement to the Research Quarterly*, Oct. 1941, pp. 615-627.

CENTURY 21 AND NEW PHYSICAL EDUCATION

"American Youth, Its Outlook Is Changing the World," *Fortune*, Jan. 1969 (entire issue).

Association for Supervision and Curriculum Development, 1969 Yearbook, *Life Skills in School and Society*. Washington, DC: NEA, 1969.

Bruner, Jerome, *The Process of Education*. Cambridge, MA: Harvard University Press, 1963.

California Institute of Technology, *The Next Ninety Years*. Pasadena, CA: the Institute, 1967.

California State Committee on Public Education, *Citizens for the 21st Century*. Burlingame, CA: CTA, 1967.

Corbin, C.B., et al., *Concepts in Physical Education with Laboratories and Experiments*. 2d ed. Dubuque, IA: William C. Brown Co., 1974.

DeGrazia, Sebastian, *Of Time, Work and Leisure*. Garden City, NY: Doubleday, 1964.

Drucker, Peter F., *The Age of Discontinuity—Guidelines to Our Changing Society*. New York: Harper & Row, 1969.

Fabun, Don, *The Dynamics of Change*. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Foreign Policy Association, *The Year 2001*. Washington, DC: the Association, 1968.

"For the '70's," *Look*, Jan. 13, 1970.

Fromm, Erich, *The Revolution of Hope: Toward a Humanized Technology*. New York: Harper & Row, 1968.

Gardner, John, *Self-Renewal— The Individual and the Innovative Society*. New York: Harper & Row, 1965.

Glasser, William, *Schools without Failure*. New York: Harper & Row, 1969.

Goodlad, John I., "The Schools and Education," *Saturday Review*, April 19, 1969.

"Into the '70's," *Life*, Jan. 9, 1970.

Kahn, Herman and Weiner, Anthony J., *The Year 2000*. New York: Macmillan, 1967.

Kaplan, Max, *Leisure in America*. New York: John Wiley & Sons, 1960.

Kozman, Hilda Clute; Cassidy, Rosalind; and Jackson, C.O., *Methods in Physical Education*. 4th ed. Dubuque, IA: Wm. C. Brown Co., 1967.

Latchaw, Marjorie and Egstrom, Glen, *Human Movement with Concepts Applied to Children's Movement Activities*. Englewood Cliffs, NJ: Prentice-Hall, 1969.

Leonard, George B., *Education and Ecstacy*. New York: Delcorte Press, 1968.

Mead, Margaret, *Culture and Commitment—A Study of the Generation Gap*. New York: Doubleday, 1970.

Mosston, Muska, *Teaching Physical Education —From Command to Discovery*. Columbus, OH: Merrill, 1966.

Project on Instruction, *Education in a Changing Society*. Washington, DC: National Education Association, 1963.

Rogers, Carl, *On Becoming a Person*. Boston: Houghton-Mifflin, 1961.

Rogers, Carl, *Freedom to Learn*. Columbus, OH: Merrill, 1969

Rosenthal, Robert and Jacobson, Lenore, *Pygmalion in the Classroom*. New York: Holt, Rinehart & Winston, 1968.

"The Computer Society," *Time*, April 2, 1965.

"The Future—1984-16," *Time*, July 21, 1967.

"The Futurists, Looking toward A.D. 2000," *Time*, Feb. 15, 1966

"Toward the Year 2000—Work in Progress," *Daedalus*, Summer 1967.

WHAT IS THE BODY OF KNOWLEDGE NOW CALLED PHYSICAL EDUCATION AND SEARCH FOR ACCURATE TERMINOLOGY

Abernathy, Ruth and Waltz, Maryann, "Toward a Discipline: First Steps First," *Quest*, Monograph 11, April 1964, pp. 1-7.

Andrews, Gladys; Saurborn, Jeanette; and Schneider, Elsa, *Physical Education For Today's Boys and Girls*. Boston: Allyn & Bacon, 1960.

Barham, Jerry, "Organizational Structure of Kinesiology," *The Physical Educator*, Oct. 1963.

Barsch, Ray H., *Achieving Perceptual Motor Efficiency: A Space Oriented Approach to Learning*. Seattle, Wash.: Seattle Sequin School, July 1967.

Birdwhistell, Ray L., "Kinesics and Communication," *Exploration in Communication*. Boston: Beacon Press, 1960.

Broer, Marion R., "Movement Education: Wherein the Disagreement?" *Quest*, April 1964.

Brown, Camille, "The Structure of Knowledge of Physical Education," *Quest*, Dec. 1967.

Brown, Camille and Cassidy, Rosalind, *Theory in Physical Education*. Philadelphia: Lea & Febiger, 1963, pp. 1-17

Brown, Camelle and Cassidy, Rosalind, "Physical Education," in *Curriculum Handbook for School Administrators*, Chapter 10. Washington, DC: AASA, 1967.

Caldwell, Stratton F., "Conceptions of Physical Education in Twentieth Century America: Rosalind Cassidy." Doctoral dissertation, University of Southern California, 1966. In *Physical Education: Perspective and Meaning*, Chapter 8.

Cassidy, Rosalind, *New Directions in Physical Education*. New York: A.S. Barnes Co., 1938, p. 7.

Cassidy, Rosalind, *Curriculum Development in Physical Education*. New York: Harper & Bros., 1954, p. 36.

Cassidy, Rosalind, "Our Greatest Challenge." *In Report of the Thirty-Eighth Annual Conference*, pp. 12-17. Tucson, AZ: The Western Society for Physical Education of College Women, Nov. 1962.

Cassidy, Rosalind, "The Cultural Definition of Physical Education," *Quest*, April 1965.

Ellfeldt, Lois and Metheny, Eleanor, "Movement and Meaning: Development of a General Theory" *Research Quarterly*, vol. 26, Oct. 1958, pp. 264-273.

Fraleigh, Warren P., "Toward a Conceptual Model of the Academic Subject Matter of Physical Education as a Discipline." *In 70th Annual Proceedings, National College* and also *71st Proceedings, National College Physical Education for Men*. Washington, DC: AAHPER, 1967.

Fraleigh, Warren P., "A Prologue to the Study of Theory in Building Physical Education," *Quest*, May 1969.

Fraleigh, Warren P., "An Instructional Experiment in Actualizing the Meaning of Man as a Moving Being," *JOHPER*. Jan. 1968.

Gage, George, "Is the Term Physical Education Obsolete?" *Gymnasion*, Spring 1969.

Hubbard, Alfred W., *Homokinetics: Human Movement*. Englewood Cliffs, NJ: Prentice-Hall 1966.

Hunt, Valerie, "Movement Behavior: A Model for Action," *Quest*, Monograph II, April 1964, pp. 69-91.

JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION

Barham, Jerry, "Toward a Science and Discipline of Human Movement," Oct. 1966.

"Committee to Develop a Preliminary Design for Converting AAHPER into a Federation," June 1968 and Oct. 1968.

Daniels, Arthur S., "The Potential of Physical Education as an Area of Research and Scholarly Effort," Jan. 1965.

Henry, Franklin M., "Physical Education an Academic Discipline," Sept. 1964.
Johnson, Perry H., "An Academic Approach to College Health and Physical Education," March 1966.
Locke, Lawrence F., "The Movement Movement," Jan. 1966.
Locke, Lawrence F., "Kinesiology and the Profession," Sept. 1965.
Metheny, Eleanor, "The Design Conference," May 1966.
Smith, Nancy W., "Movement as an Academic Discipline," Nov.-Dec. 1964.
Stish, Eugene E., "Anthropokinetics," Nov.-Dec. 1964.
Stish, Eugene E., "The New Physical Educator," March 1966.
Van Dalen, D.B., "Dynamics of Change in Physical Education," Dec. 1965.

RELATED READINGS

Kenyon, Gerald S., "A Conceptual Model for Characterizing Physical Activity," *Research Quarterly*, March 1968.
Kenyon, Gerald S., "On the Conceptualization of Sub-disciplines Within an Academic Discipline Dealing with Human Movement," *Proceedings of National College Physical Education for Men*. Jan. 1968.
Kleinman, Seymour, "The Significance of Human Movement: A Phenomenological Approach," in *Proceedings of APECW*, pp. 123-128. Washington, DC: American Association for Health, Physical Education, and Recreation, 1965.
Lockhart, Aileen, "What's In a Name?" *Quest*, April 1964.
Mackenzie, Marlin M., *Toward a New Curriculum in Physical Education*. New York: McGraw-Hill, 1969.
Metheny, Eleanor, *Connotations of Movement in Sport and Dance*. Dubuque, IA: Wm. C. Brown Co., 1965.
Metheny, Eleanor, "Physical Education as an Area of Study and Research," *Quest*, Dec. 1967.
Metheny, Eleanor, *Movement and Meaning*. New York: McGraw-Hill, 1968.
"The Discipline of Physical Education," *Quest*, Dec. 1967 (entire issue).
Wood, Thomas Denison and Cassidy, Rosalind, *The New Physical Education—A Program of Naturalized Activities For Education Toward Citizenship*. New York: Macmillan, 1927.

Man and His Environment

CLAIR V. LANGTON

Aristotle said, "He who thus considers things in their first growth and origin, whether a state or anything else, will obtain the clearest view of them." Plato said, "What is honored in a country will be cultivated there." So much to establish my scholarly background.

This discussion will be somewhat rambling, largel philosophical,,but based to a great extent on scientific fact. The effect of a rapidly changing environment and an unnatural way of life that may endanger orderly biological adaptation will be explored with particular reference to the body-mind machine. All human problems cannot be solved by returning to nature but on the other hand some aspects of nature as they have influenced evolution must be retained, at least until genetic constitution has adapted itself to the new environment.

Three phases will be discussed:

1. The effect of environment—biological, physical and social—on man
2. Some of the effects of science and technicological advances on man
3. Their implication for health and physical education

The Industrial Revolution with the consequent congestion of high populations in concentrated areas has caused many of the ills that have plagued us but that science and social advances largely have overcome. Humanitarianism, sanitary and social reforms started in the 19th century had markedly reduced the mortality caused by urban concentration before the germ theory of disease became effective. Humans through the ages seem to have been able to adjust or accommodate more or less successfully to unfavorable environments and resist dangers that threaten *if given time*. Time will be emphasized throughout this presentation. Immunization and other bio-medical techniques have accelerated man's resistance to inimical environmental forces. Science, in providing short cuts, has interfered with genetic adjustment, natural selection and herd immunity. The ultimate outcome is unknown. Current

humanitarianism decrees scientific advances should be utilized but the long range benefits to humanity are yet to be determined. Whether or not these short cuts will produce genetic adaptation as was conceivably the case with the older slow evolutionary process is not know. It probably will not, thus leaving future generations vulnerable.

Ninety-two per cent of all scientists the world has produced are now living. Modern science is changing the world rapidly. That which we have seen is only the beginning and will continue at an accelerated pace. The past is prologue or in the vernacular—you ain't seen nothing yet.

Prolonging life, living an easy non-vigorous existence, together with a rapidly changing environment, brings new problems which now must be solved through scientific inquiry if we are to succeed in our constant struggle against disease and achieve positive health. Today's problems of health and happiness are far more complex than a few generations ago.

An important handicap in achieving health and happiness (not to be confused with freedom from disease) is the goal which modern society and ultimately the individual sets for himself without regard to biological necessity. This is seen in the stress and strain, and increased temp of living imposed on a biological mechanism that has grown soft (at lest in years after 20) due in part to failure to utilize the body vigorously to the extent necessary to maintain good bodily condition.

Biological success or fitness requires constant adaptation to an ever changing environment. By controlling environment, man has increasingly reduced the biological adaptation which formerly was operative in his evolution. This [illegible] be tempting fate for through the past centuries biological fitness achieved through evolutionary adaptation has been most successful.

What will be the effect of expanding populations brought about by communicable disease control, advances in medical science, adequate nutrition, and higher standards of living? Expanding populations with accompanying social and economic dislocations have invariably led to war. Has the Malthusian doctrine been disproved? Are we consciously and systematically facing the problems occasioned by drastic and rapid environmental change that inevitably arise as a result of modern civilization?

Science, through its various disciplines, has done much to prevent illness, postpone death, and promote an efficient body-mind machine. It is a fallacy, however, to ignore the fact that these great milestones in the advance of civilization may contain the seeds of destruction or deterioration of the human being, unless known reasonable precautions are taken. A few of the scientific achievements may indicate only a part of the possibilities: immunization in eliminating herd immunity, exposing populations to future explosive epidemics; with the suppression of poliomyelitis, a whole series of new or newly recognized viruses are moving in as if the reduction of one afforded new opportunities for the lesser (Francis); increased volume of medicated survival; medication reduces pathogenic microbes but at the same time destroys other cells that have an

important role in the physio-chemical equilibrium of the body; resistance of organisms to chemo-therapy and antibiotics; synthetic organic compounds (detergents, pesticides and other farm chemicals have increased 33 times from 1940 to 1960, which in 1960 amounted to 43,000 millions of pounds); radioactive material and ionizing radiations; smog (hydrocarbons, nitrogen oxides; sulphr oxides, etc.); food additives and a rapidly changing environment both physical and social. The effect of many of these and others upon health is as yet not fully known.

Scientific advancement and technological innovations may affect health adversely through possible interference with biological cycles (also affected by modern society). Pathological results thus generated will be hard to prevent because of difficulty of recognition. Non-infectious diseases produced by environment may develop slowly and their recognition or discovery will be difficult without exhaustive investigations.

Two questions warrant serious consideration. (1) Has the extremely accelerated physical, biological, social environmental change of the last 50 years sown the seeds that will sap vitality and hasten the completion of the phylogenic cycle of the human species? (2) Is time permitted to make genetic and constitutional adjustments and maintain normal body chemistry in this rapidly changing environment? There is increasing evidence that the answer is "yes" to the first question and "no to the second. An effort must be made to reduce the gap between technology and biology before it is too late. We must intelligently resolve the decision whether man becomes and remains a victim of his own technology or uses it to his advantage and to mankind.

Current emphasis of school programs on the intellect further limits attention and concern of the physical—the underlying foundation and support of the intellect. This could lead to a situation comparable to asceticism. The result of asceticism on health, well being and the intellect is too well known to elaborate. Balance appears to be rejected or forgotten. The purposes of health and physical education can and should be aligned with the intellect. In this way, our programs will be better understood, participation will be meaningful and therefore lasting. Balance in the education of the mind and body will be achieved.

The modern development of the health program in the schools including physical education is in part a realization of the importance of preventive measures in the conservation of natural and human resources. The concept that health is freedom from disease is an incomplete image. Health is a means of helping people reach their attainable goals. Health is a state of well being or balanced functioning. Health equilibrium teeters on the fulcrum of environment with disease agents on one end of the teeter attempting to unbalance the forces of the host that resists at the opposite end. This places the fulcrum (environment) in a strategic position.

Health is a very relative concept. It probably is misleading to assume that disease may have a single cause. A multiplicity of causes are always needed to

produce that alteration of tissues creating maladjustment. The fallacy of the "doctrine" of specific etiology of disease is now an established fact. The cause of disease can no longer be thought of as a single entity. Most illness is a basic imbalance in man's physiological adaptation to multiple physical and emotional stresses. (Multiple causation or multiple factors). This emphasizes the fact that what we call health is nothing but a struggle between mysterious forces that occur below the horizon. Such an explanation of health has tremendous implications for physical education.

Conversely, disease may be characterized as the alteration of living cells in tissues that endangers survival in their environment. Three factors are suggested by this definition: environment, survival, and structure. Physical education is an important phas of all these.

In the past, gross factors of disease have been classified and described. These have been the foci of much investigation. We now know that surprising effects are apt to result from even minute disturbances of ecological equilibria. Extensive studies on trace elements, radiations, air pollution, food protection and others indicate how delicate is the balance between health and disease.

Today germs are not our principle enemy. A large part of human disease is chemical rather than bacterial in origin. The trouble may be either excess or deficiency. The body cells can recover to an amazing degree from these chemical upsets. Continued excess or deficiency brings heavy burdens and tragedies; their prevention is a significant part of current medical practice. The working hypothesis is that all disease is chemical and, when enough is known, chemically correctable. Fundamental research related to the life processes is an essential element in disease oriented research. This fact focuses attention upon body chemistry and physiology.

The modern world is characterized by rapid change, occurring at such speed that man's adaptive powers have difficulty or are incapable or adjusting to new conditions without harmful effects. Some of these maladjustments are apparent, others unnoticed and unpredictable. Some may be acute while others may have long-range effect. In this modern context, activity as never before has great potential in accommodating the human mechanism to rapidly changing conditions.

The end product of an efficient complex society is modification of environment and way of life. This results in unpredictable responses of man to the environment. These changes and responses are reflected in the new pattern and crop of diseases occasioned by ubiquitous micro-organisms in the environment and even in our bodies heretofore considered essentially harmless. These organisms become pathogens only when general body resistance has been lowered by disturbances in individual physiology, (body chemistry) or social conditions (stress and strain).

The organisms of colds, broncho-pneumnias, skin infections, pulmonary tuberculosis are ubiquitous in most communities. These diseases are endemic

but as environments change causing physio-chemical disturbances or imbalance, they express themselves explosively and with great violence.

This changes the old concept of disease caused by highly virulent pathogens which have been largely controlled by medical techniques, immunization, chemotherapy and antibiotics. These diseases have become less destructive and epidemics in America have nearly disappeared. The changing genetic structure of the population and the ways of life have altered the physiology of the body (chemistry), affected the spread of pathogens and our resistance to them. *This is another way of saying that disease now must be thought of as the results of the total biological and social conditions of our environment.* Biological risks reside in man's changes in his intimate social environment, his personal habits, and his pattern of behavior.

Both human beings and other organisms adjust to their environments as populations. The essential factor in biological adjustment is the differential representation of the variety of genotypes in successive generations. The action of natural selection and of other evolutionary forces is inferred from observed changes in the frequencies of different genotypes. Socio-cultural conditions affect mating patterns, the attitudes of society toward biological characters such as fertility, health, disease, the development of medical and sanitation practices and in many other ways. What is inherited is a genetic constitution, capable of responding during its formation to the environment in which development occurs. This is the general pattern. It should be noted that questions raised in this talk suggest that environment is changing so rapidly that the genetic constitution cannot follow the leisurely pattern of the past, hence change or alteration can be expected, with unforeseen results. The environmental changes in the past 50 years might well be compared to those occurring in the past 1,500 years. In some respects the major premise of my talk may seem highly visionary but in 1932 I did project a long look into the future and discussed the possibilities of television. So putting myself out on a limb does not disturb me greatly.

Physical education has many important outcomes. Only one aspect will be discussed, the physiological outcome. It might even prolong the life of some of you.

More is needed to be known of the many effects of environment on the human and the mechanisms which permit man to function under a wide range of conditions. The physiology of the body can be conditioned and enhanced by regular exercise selected as to kind and vigor to suit individual needs. *Certainly activity is basic to all life.* The return to natural patterns wherever possible is definitely indicated for *while environments have changed markedly, our bodies are the product of a long evolutionary process.*

Our knowledge of the interaction of environment and organism is undergoing intensive study. Bio-climatology is that branch of ecology that investigates the effects of atmospheric-environment on organisms (physiologists, engineers, space scientists, refrigeration specialists, meteorologists, agriculturists, physical educators and others are involved). Complex organismic-environmental

interrelationships are under study. Ionizing radiation, products of chemical wastes from industrial plants, smog, fall-out, insecticides, have potential to influence genetic constitution through environmental change. This makes the study of human bio-climatology a necessity if we are to adjust to this changing environment or else control it.

The first half of the 20th century has been man's greatest half century, but a social revolution took place as important as the fall of the Roman Empire, the Renaissance, the French Revolution or the Industrial Revolution. This latest revolution is characterized by the fact that the distance from the cradle to the grave is much longer for the average man. In 1900 there was little sentiment for "cradle to grave" schemes; most people living in 1900 were too close to the cradle. Most of these living today are some distance from the cradle.

The increase in life expectancy and reduction of the crude death rate have created new population trends, including change in the pattern of age groupings. It should be noted that the increase in life expectancy is adding rapidly to the population. By 1970 the elders will number 19.5 million and comprise 9.5 percent of the total population. It should be noted that this has happened.

There must be planning to obtain employment for the aged, counseling service, housing, medical care, recreation and other services. Geriatrics are mentioned only because the health foundations laid down during the public school and college days—physical, mental, and social—can make this age period more satisfactory. If the individual neglects his health, economic welfare, non-work interests, etc., until 65, there is not much social service can do to help.

The functional capacity of an organism changes with age resulting in altering the environment in which man lives.

There are two main kinds of functional change:

1. *Perceptual* in which the capacity to secure stimulation is altered. Some things that formerly excited me, no longer do so. Interests change from age period to age period.

2. *Motor* in which skeletal and muscular changes, in addition to certain systemic conditions, alter the capacity of the individual to manipulate his environment or his body in relation to his environment (Kleemieier—p.400, *Handbook of Aging*).

The increasing aging population creates a situation that was not fully appreciated when medical science and extension of public health services were prolonging the length of life. Additional years of life without health, energy and a sense of worthwhileness may be vegetative and unsatisfying. Years are being added to life but not life to the years.

Certainly health education and physical education have a contribution to make in delaying the aging process and in making life productive and worthwhile until the end.

Lessening or giving up of bodily work or exercise too soon results in premature aging. Within the present span of life the decline in basal metabolism

appears to be too great and occurs prematurely The same is true of the decline in water metabolism. Insufficient physical activity over the years could be a contributing factor. In America all signs point to the fact that we are abandoning physical activity much too early in life.

An individual amount of exercise or work must be determined to maintain an average level of physical fitness. Emaciation in old age is especially noticeable in persons who are not active. Emotions are not in the foreground of those doing physical work but they are freely expressed in professions without physical activity.

The decade 1950-60 has seen rapid progress in industrial productivity, an expanding economy, scientific and technologic advances. Science and technology have completely transformed man's idea of the universe, of his place in it, and of his own physiological and psychological systems. This inevitably will produce new concepts, new bodies of knowledge and new means for their practical application. Health and physical education must be aware of this and adjust to the changing situation and pattern. There is evidence that we have remained static too long with a consequent loss of prestige and support.

One noticeable lag is the adjustment of environmental factors to the limits of human tolerance. Physical education conceivably could make a contribution to human tolerance. Space scientists are studying this aspect.

Human destinies can be shaped. They are being altered. Evolution is one of the modern world's great concepts. It is the biological point of view—it is developmental.

Biological and social forces can make a happier, healthier and better race. These are more subject to control than formerly. There is need for understanding and the wise application of scientific fact. Evolution makes us conscious of the future and how to obtain it. We live not only for ourselves, but also for generations to follow. Forces that shape the destinies of men are amenable to control. Among these are physical ills, laws of heredity and the environment.

There is a lag between discovery and application. Medical and health progress during the first half of the century have come so fast, difficulty has been experienced in absorbing them into our way of life. Superstition must be overcome, mores must be modified, enlightened education is necessary. This is a sociological problem, not medical. Education can make a tremendous contribution. It is the most important approach.

Great advances have been made in medical science and public health administration. In the twentieth century, immunology, X-ray, radium, radioactive isotopes, electron microscope, electrocardiograph, sonar, ultra centrifuge, generators or subatomic particles in the multimillion volt range, brain scanning equipment, chemotherapy (sulpha compounds), antibiotics (penicillin), modern surgical techniques and equipment (electronic devices, mechanical heart, lung, and kidney), biochemistry, and modern nutrition have developed. Of recent importance is the Salk vaccine.

Recent advances in genetics give promise of more direct possibilities in shaping human destinies. The chemical structure and the mechanisms by which genes transmit inherited characteristics are now known. Genes can be mapped on the chromosomes on which they are located. Geneticists are well on their way toward identifying genes and the body characteristics and processes they control. Thus not only many diseases caused by genetic errors may be controlled but possibilities for a better product have promise. This knowledge coupled with the practicability of artificial insemination suggests many possibilities for improving the human race. This is encouraging because natural selection now is partly inoperative due in large measure to medical advances. Here again a shortcut may be introduced with unforeseen consequences.

Some factors influencing the need for health and physical education are more important in our present culture than ever before. Among these are:

1. Natural selection is partly inoperative. Scientific advances postpone death of the defective. Many unfit are kept alive at birth resulting in a greater marginal survival group. Weak stock is continued.
2. Current environmental factors which were not significant a generation ago include: viral infections, machines of tremendous speed and power, low level exposure to ionizing radiations and tens of thousands of potentially toxic chemicals
3. Sedentary life—Unnaturalness versus naturalness. This is a struggle or experiment, the result of which is not yet known.
4. Labor saving devices (automation)
5. Leisure time
6. Stress and strain

More people rust out than wear out. This is contrary to the old thesis that the body only had so much energy and it should be conserved.

It is a biological law that the ultimate survival of an organism is threatened whenever it is subjected to conditions different from those which affected its evolution. Fossil remains indicate the disappearance of many forms of life. Among the mammals, the mastadon and dinosaur are examples. The adaptation of man to environmental changes can clearly be demonstrated by Java man, Piltdown man, Neanderthal man and Cro-Magnon man. The rapid environmental changes taking place in the last 30 years with every expectation that these will be accelerated in the coming years present a challenge that should not be ignored.

In the living organisms, growth, optimum function, energy and stamina are dependent upon use and activity. *Success in life depends as much on the integrity of the energy getting processes as upon the accumulation of knowledge.*

Science has kept more alive and postponed death. It has provided also an environment conducive to soft living and reduced physical activity. The easy way of doing things seems to be highly desired and much technological effort is

directed toward this end. This has had a definite impact on the body-mind machine.

In our adaptation to contemporary civilization, numerous conditions peculiar to modern living have forcibly called attention to factors affecting health:

Industry—monotony, loss of creativeness, unfavorable environment.

Urbanization—problems of sanitation, delinquency, slums, air pollution, noise, hurry and competition.

Stress and strain—social forces and their impact on humans produce various types of stress and strain on physical and emotional health. The well being of man is bombarded and threatened by external and internal forces. Society also exerts strains on his capacity for conformity, subservience, cooperation and dominance. Present day knowledge gives understanding of these social forces and hence they may be controlled or diminished by application of tested procedures.

Sedentary life—things that have and are changing man's natural physical pattern include machines, labor-saving devices and automation. We are a generation that seems about to give up the use of legs. Women are the only ones smart enough to find a use for them.

Motorosis—a modern disease through which the legs are becoming useless appendages—drive-in restaurants, banks, mail boxes, etc.

So radical are the adjustments which civilization demands in our habits of living (from active to sedentary) that the factors which controlled and directed evolution have in a large part become inoperative. Our modes of sedentary life tend less and less to bring into play the physical traits which were of greatest value in the primitive struggle for existence. This factor is operative also in the development of personality traits and behavior. *Excessive burdens are laid upon functions and organs never intended by nature to endure them.*

Good condition not only results in efficient functioning of the various systems of the body, but also in abundant, buoyant energy and drive and enhances personality traits and public relations. Physical condition is a critical factor in the ability to preserve mental alertness and efficiency under strain. Physical activity has a beneficial effect on the autonomic nervous system in relation to the rest of the body.

Health and fitness cannot be stored or obtained entirely by drugs and the services of others. It must be consciously sought. It must be worked for, the individual must do things for himself. There is no easy, one-shot, royal road to health.

The role of physical education in health and disease should be exploited as never before. The scientific evidence is available. There is a bright future ahead if we emphasize first things first and our unique instrument. Activity is again in the spotlight with modern scientific backing.

Over 50 percent of all deaths are caused by heart disease and hypertension. These are not acute diseases, but rather they are products of a long history. They

have their inception early in life and are contributed to more or less continuously until frank symptoms develop.

Heart specialists are unanimous in regarding the important role of activity in preventing many diseases of the heart and vascular system. Some of medicine's changing concepts include:

Psychosomatic medicine
Physical medicine
Exercise—after surgery
Exercise—effect on metabolism of cells and tissues
Heart and circulation—blood flow and lymphatics
  Atherosclerosis
  Cardiac rate
  Coronary function
  Increased function of red bone marrow
  Increased efficiency of respiratory system
Arthritis—new concept that cause is due to muscular tension.
  Relaxation is the accepted treatment.
Flexibility
  Neck and back pain
  Headaches
  Low back pains
Efficiency of energy utilization } Body chemistry
Increase of life span }

All of these benefits and in addition others well recognized are definitely influenced by a well-rounded physical education program. Unfortunately these benefits are transitory and cannot be stored. They must constantly be renewed. Instructors have forgotten or fail to utilize the teachings of this basic course of their undergraduate days. It has a definite valuable place in the organization and the implementation of your daily program. There is need for a psychological approach that will make the student understand the need and create a desire for activity.

Only one facet of physical education has been discussed. There are many other outcomes perhaps as important as the one explored today. Physical education is a broad, inclusive area; it involves expression, appreciation, personal discovery, group culture recreation, mental health, ethical competition, effective cooperation, individual and group morale. It has philosophical, psychological and physiological outcomes.

There definitely is a physical basis of learning. It would be interesting to discuss this at length. An examination of what skills are respectable would also be interesting.

The dichotomy of mind and body is a exploded myth although many, while giving it lip service, do not accept it.

The program of physical education is not understood either as to purpose or outcome. Perhaps another name is needed. Unfamiliarity and prejudice work

against it. The background of this is interesting and complex, but is definitely a heritage of its history.

Physical education suffers from lack of communication with other departments, professions and the public. This is not unique, it is a common fault of education.

There are voluminous scientific data to support and validate the value of physical education. However, there is always the ever-present feeling that a new discovery will take care of everything. This is wishful thinking. There will always be things one must do for one's self.

What contribution can physical education make, keeping in mind the benefits of exercise to the physiological functioning of the body and also the high death rate from heart, vascular, hypertension, and other systemic diseases? Or do you vision the contribution of physical education to be in the social and behavioral field of an affluent society in a period of shifting values suffering from ills such as disability, poverty, filth, family breakdown, intemperance and crime?

Public health has changed to meet evolving civilization, scientific discovery and practice, as well as the health needs of the American people. A modern Golden Age of physical education is within our grasp if we could overcome the inertia of past practice long outmoded and become an integral part of the teaching profession. We must relate our work to modern life needs, educate the public to our contributions and improve our public relations. Crusaders are not needed as much as sound, dedicated, energetic practitioners.

Health and physical education cannot afford to be passive or merely reactive to each new problem. It must take the offensive. Attention needs to be directed toward present needs as well as ultimate goals. Currently, first things must receive immediate attention but it should be realized that limitation to programs of highest priority is a limitation and should be temporary. Ultimate goals must always be consciously and persistently sought. Health, physical education and recreation must join with other "life sciences" in seeking the highest level of total health attainable for all mankind irrespective of handicaps or deficiencies. Physical education is a profession that contributes to man's well being and is a part of the life sciences complex upon which modern civilization must depend more and more.

To service the unmet needs, new content, method, techniques, skills, disciplines and technical aptitudes are required. There appears to be little recognition or acceptance of this with the exception of a few voices crying in the wilderness. These are the so-called eggheads in some of our graduate schools of physical education.

It is true that we have been accomplishing many things unknowingly, but as new discoveries are made, we must be ready to link our medium to them. We must communicate and not leave it to other professions which in too many instances is the case today.

We need research in our own area to establish our limitations and strengths, to indicate new techniques and programs to reach our objectives. In the future,

empiricism will no longer serve as the cornerstone of our profession. Scientific truth is needed to establish contributions and to direct programs. There is a need for collaboration with other disciplines. There is ample evidence that in research physical education has not carried its share of the responsibility.

We must engage in more diversified research than in the past and depend less on other professions to do it for us. To accomplish this, a new kind of practitioner is needed, science orientated, with a specialty but also with an appreciation of the adjutant sciences as they affect our program.

The progress and growth of our profession depends on a reorientation of the education or specialties of our future leaders. Professional education in the future must provide content that relates our instrumentality to changing patterns of civilization, social and industrial complexities, science and technology and other aspects of environment. More emphasis must be directed to specialties that will provide research findings that will re-direct and more closely relate our programs to current as well as long range needs. It is not necessary to start afresh but there is need for a fresh approach.

There is real need, as rapidly as possible, to become a true profession with all the rights, privileges, and obligations inherent in the meaning of the word. Spirit and deed are involved.

Physical education activity is not a panacea but definitely it is one of few natural phases remaining of our environmental and evolutionary history. Without question it has a much more important role in protecting our constitutional and genetic inheritance, as well as health and happiness, than presently is accorded it. How functional this role becomes depends upon you and others like you interpreting, demonstrating and extending scientific data. You have an important mission and magnificent contribution to give in preserving and improving the human mind-body machine.

As John Dryden said, "Better to hunt in fields, for health unbought, than fee the doctor for a nauseous draught. The wise, for cure, on exercise depend; God never made his work for man to mend."

Sex Education in the Elementary School

HELEN MANLEY

Children are growing up in today's world—a fast changing one. A 12-year-old had far different experiences in kindergarten from those his 5-year-old brother is having, and the parent or teacher of this 5-year-old must realize these differences. This complex society makes complex demands on children and builds up tensions and anxieties in the adults who influence their experiences. With the great increase in the tempo of living, with the expanded opportunities for learning and with responsibilities demanded at a younger and younger age there are still some permanencies in life.

All children have had biological parents. Truly, some lost one or both shortly after birth; others grow up in foster or adoptive homes. The child is living in a family of various types, and the specific type of family has a deep-seated effect on his entire life. He was welcomed in the home and knows the warmth of his mother's love, the delight of his father's strong arms, and the loving teasing of brothers and sisters. The creation of the child's sex identity usually comes within the family. He is a boy or girl and as such wears different clothes, plays with different toys, and the behavior demanded of the boy and girl has been different. He may have seen an adult body and noticed that it is different from his or he may have observed the difference between his and his sister's genitals. Daily he sees pregnant women on his trips with mother and he asks why these women are so fat. His answers have been warm and helpful, foolish, harsh and even dishonest, according to the type of person he asked. Some children, however, live in crowded homes, where they have not been welcomed or wanted or loved. They may be in homes fatherless for several generations where sex is something you do, not what you are. Other children may come from homes where sex is hush-hush and dirty or where parents are ill at ease or embarrassed in answering children's questions about how life goes on. Some children have a definite

94

religious education in their homes, and the quality of their behavior may be judged according to what the church, or the family's interpretation of it, considers favorable. Some children have this in addition to going daily to a church school, or just on the Sabbath; others have several of these influences or none. The child enters the kindergaren or transfers to an upper grade having great, little, or no respect for a higher being, or even any experience with respect for himself and others as human beings.

Johnny can read. Our elementary schools aided by mass media have taught him to read and with understanding. Television has been his baby sitter for hours. Many programs are planned for his comprehension at his various growth stages, and he learns to recognize many words, repeat jingles, and sing songs of all sorts of words. Commercials and previews of adult programs expand his experiences and provoke his curiosity. Sex appeal means brushing your teeth, sexy is the word for few clothes on, and when the curious seven-year-old is puzzled seeing a tall man sniffing perfume and the question appears, "What is behind the door?" he is so disappointed to see a woman dressed only in a veil. Sex, visually, in sound, and with all varieties of implications, permeates the child's life in magazines, papers, television and radio.

Sex is a part of each child. The child comes to school with a great awareness of sex. Significant and varying information, attitudes and values have been acquired before he enters school. At school he notes that boys and girls go to different toilets and have different responsibilities. The girls leave the room first while the boys move the chairs. He learns the words about which the children get in groups and giggle, sees a boy pulling up a girl's skirt, and views books of naked bodies which are being passed around. He feels grown up in using words he sees and hears, repeating jokes adults are laughing at, and drawing in the toilets pictures he has seen. Sex education is in the schools and has been for years. With the pressures on our elementary school children to grow up fast, and the enormous amount of sex used in advertising, children are really mixed up. Sex has been associated with only the sex organs and vulgarity. Children need to become aware of the new concept of human sexuality, as being something fine that everyone has and with which he was born, and which he has until death.

Sex education is a comprehensive, progressive program extending from infancy to maturity which is planned and executed to produce socially and morally desirable attitudes, practices, and personal behavior. It is not merely the physiological facts of reproduction or the health concern in venereal disease, and certainly not information on the mechanics of the sex act. Sex education involves bringing to children and youth ideals, attitudes, and practices that will insure living in a happy family now and establishing happy families of their own. It is synonymous with human sexuality and refers to human relationships with all persons and between both sexes. Children come to school from different homes, and of different races, religions and ideologies. The objectives of sex education in the schools are essentially the same as other

phases of education. The school must take children where they are and teach them according to their age, interest and ability, and by a plan or curriculum approved by the administrative authorities. The school has the responsibility for planning a progressive curriculum and seeing that it is well taught. This area of education should fit smoothly into the whole plan of study, all children should be involved, and care and discrimination used in the method of teaching and in the choice of the teaching staff. The school's responsibility may be included in the four following areas for providing:

1. An administrative set-up in which each child will receive sex education at appropriate times and according to his interests and needs
2. A flexible course of study or guide of instruction
3. Teaching materials and aids
4. Well prepared teachers

The awareness of the need for sex education has been evident for decades, yet there is a deplorable void in its teaching in the schools. An overwhelming number of children and youth receive no instruction. Organizations concerned with children and youth have gone on record approving this instruction for years. In 1941 the American Association of School Administrators recommended that sex education be included in the curriculum. In 1943 the National Conference on Education of Teachers recommended sex education as part of the curriculum for all teachers. In 1960 the White House Conference on Children and Youth recommended that "family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school." Yet progress has been slow. An increasing number of schools, however, are developing a thorough program for all boys and girls at appropriate age levels. The great gap between the realization of the need and doing something about it might be attributed to many various causes.

Thought, time and expert planning are needed in starting the program. Sometimes an individual within the school who has been close to children in their problems and activities has observed the need for this education and has brought this to the attention of the superintendent; this might be a nurse, guidance or physical education teacher, or principal. Again, parents may feel the need of help, plan PTA programs, and then ask for a school program. The school authorities must approve the planning of this program and then be sure that the community is ready. The steps involved in starting the program might be stated as follows:

A community council composed of outstanding citizens from the churches, service clubs, medical profession as well as educators might convene to learn the needs for this education in their city, and to be used subsequently as speakers at PTAs and other community meetings. Much statistical evidence is available in this area which includes:

1. Sex is all around; children are learning through all their experiences. They are not living in a vacuum. Children cannot be kept ignorant.

2. The school supplements the home; the parents have five of the child's most formative years to give their values, standards, and ideals.
3. The school teaches the whole child; omitting sex education has and will continue to cast sex in the sub-rosa atmosphere of furtiveness and vulgarity.
4. Sex education is not a special subject, but part of the regular school curriculum.

Curriculum guides are necessary for a good teaching program. A committee of teachers and appropriate consultants who know the needs and interests of children at the specific age levels should prepare these. Sex education should fit smoothly into the total educational program, and the when, how and with what materials this is taught would be definite enough to insure each child's receiving the needed education and yet flexible enough to provide for variances.

The teacher is the most vital factor in this program. His success is not based on age, sex, marital status, or parenthood, but on a fine sympathetic understanding of children and youth. The teacher should have a sound philosophy in this area and be free of inhibitions and able to answer children's questions honestly and without embarrassment.

Constant evaluation is essential. Suggestions from the children, teachers, and community should be requested. Scientific information expands, community changes and the program must keep pace.

Many parents today were reared in homes where sex wasn't mentioned and some confess that no information whatever was given to them at home or in school. They may even add, "and I got along all right." It is difficult, therefore, for some to see the need of this in the school today. Much convincing data are available to indicate that children are living in a different world today, and the vast majority of parents and educators realize the need for a school program; a few of the objections still heard are:

Isn't this the home's responsibility? Truly it is! Sex education starts at birth. The parents have the privilege, in the pre-school years, of developing the ideals, standards and values of the family, of love in the family and the joy of being a boy or a girl. The school merely builds onto the home's teaching, sometimes documents it, and in other cases tries to remold it for the ultimate improvement of the child. The school and the home work cooperatively.

Can the school teach moral values? Moral value and religion are not synonomous; morality includes respect for self, law, property and truth. Moral values mean accepting responsibility, doing to others as you wish them to do to you and real self-discipline. Sex instruction often provides the teachable moment to develop moral values. Specific religious philosophy must be given at home.

Are the teachers qualified to teach this? Certainly in the elementary schools, the classroom teacher should teach this area. The school administration has the responsibility of employing well-prepared teachers and providing adequate advanced in-service education for all teachers. The teachers have studied

psychology, child growth and methods of teaching. The background material in the biological sciences is not difficult and the nurse or doctor may be used as resource people. The classroom teacher knows the child, can answer the questions when they arise and give any formal education when it is needed.

Will sex education lead to sex experimentation? Research has proved that knowledge lessens experimentation. Boys and girls have much inaccurate information and sex stimulation from the mass media. The school program will clear up misconceptions and give real understanding.

Why start in the kindergarten? Children come to school from a family; baby brothers and sisters are being born. They are very interested and full of questions. Sometimes they have no correct or uniform vocabulary for asking questions. There are many ripe moments for good teaching of family living and sex education which should be seized to help these boys and girls develop a feeling of the goodness of themselves and their bodies at this early age.

Should boys and girls be in separate classes? Sex education is taught naturally and not as something different. In the elementary schools this may occur as part of a social science, health, or science lesson or even in explaining a playground incident. In the upper elementary grades or in the seventh or eighth grades if these are a part of the elementary school, opportunities should be provided for boys and girls to discuss, separately, the strictly one-sex occurrences as menstruation and seminal emissions. Boys and girls need to understand the physiology of both sexes, but separation of the sexes might be arranged for questions, or which boys and girls may feel less inhibited by being of one sex. If sex education is taught as part of living, not as a special subject but as human sexuality, children will discuss this freely and easily as ordinary class procedure. If any embarrassment at all occurs, it will usually be in the feeling of teachers or parents who have not freed themselves of the taboos and fears of an earlier generation.

The ultimate objective of sex education in the schools is to produce young men and women who:

1. Understand the breadth of sex or human sexuality as permeating their lives from birth until death, and influencing their family life now and as a future parent.
2. Know their roles as male and female and appreciate their worth as individuals.
3. Are able to make responsible decisions in all phases of their lives including the sex area because they:
   a. Know the facts.
   b. Have developed standards, values, and a basic philosophy.
   c. Relate the information to their experiences and values.

The specific objectives in the elementary schools would vary at the various age levels, but their acquisition should produce youths with maturity, values, and the judgment to put sex in the perspective of a strong, good and positive force in their lives.

The primary school child comes from a family; this has been his basic security. He knows father, mother, sisters, brothers, and usually the difference between boys and girls. Often there is no uniform terminology for processes of elimination. He is interested in his body; frequent handling of sex organs may occur. He is excited to be alive; he likes to watch moving things and to see babies, human and animal. All these serve as natural bases for the program.

The objectives then for each child at the primary level might be stated as:

1. To build a wholesome attitude toward all parts of the body including the organs of elimination.
2. To know and understand the sex differences in boys and girls.
3. To learn the values and responsibilities of being a member of a family.
4. To know and be able to use correct terminology for all parts of the body.
5. To minimize and prevent unnecessary handling of the body.
6. To know the elementary facts of human reproduction.
7. To discuss questions about his body and sexual development freely, openly, and without embarrassment.

Children at the intermediate ages are ready for scientific and direct teaching in all areas of health and are interested in the growth and physiology of their bodies. Their awareness of sex is augmented daily, through mass media and discussions with their peers. These are the ages too of exploration and shocking vocabulary and often the beginning of accepting their sex roles. There are many teachable moments and opportunities to answer puzzling questions. All questions sould be answered as they arise, but a formal planned curriculum is also necessary at these ages when the child is in the transitional stages of child to adolescent.

The objectives of the school program in this 9-12 year old level or 4th-6th grades might be:

1. To stress and continue to develop a healthy attitude toward sex.
2. To help children in the use of a scientific vocabulary for a dignified discussion of the natural body processes.
3. To encourage frank discussion and to talk about sex and ask questions with ease and lack of embarrassment.
4. To develop a knowledge of the basic physiology of the human body, including elementary understanding of the system.
5. To assist each child in assuming his sex role.
6. To develop in each child an understanding of the changes taking place in his growing body, and the variance of growth and maturity in individuals.
7. To understand the wonder and science of creation of life.

The administrative procedure varies in schools. Some include the seventh and eighth grades in the elementary schools. Again a self-containing classroom, team-teaching or complete departmentalization may be used. All these factors certainly would determine how sex education fits into the curriculum.

In some situations the content might particularly be taught at the sixth level; in others, especially those in which boys and girls of these ages are in a junior high situation, part of the program might be reserved for the ninth grade. This is a difficult and transitional age level. Inner sex tensions are acute, variances in total development are apparent and emotions are volatile. Sex education cannot be left to chance, but needs a place and time allotment in the curriculum.

Objectives here would be:

1. To prevent fears and worries of students by presenting the scientific background on growth and sexual maturity.
2. To establish an understanding of human relationships and a respect for social mores.
3. To encourage students to talk frankly about their problems and to supply them with honest answers to sex questions.
4. To develop or improve fine family relations now, and high ideals for their future families.

In general, teachers have had little or no preparation for teaching sex education, and feel insecure and hesitant in starting. Some have matured without a broad view of sexuality, and have associated sex solely with the genitals and vulgarity. Others think they need much added information in the areas of physiology and anatomy to do the job. Teachers must examine their own attitudes toward human sexuality and free themselves from prejudices or inhibitions in speaking of this as directly as any other area of the curriculum. Truly, the vast number of graduates emerging as teachers do lack a background in the area called health, in which sex education is usually taught. It has been a neglected and omitted part of the curriculum of the public schools for several decades. High school graduates enter college having little or no health instruction; so teacher education institutions have found students with a poor background in health, and a very short time allotment in which to build one. The health curriculum for prospective teachers has been very inadequate. Where it has been taught, sex education has usually been omitted.

In the elementary schools, the classroom teacher should present the program, and the administrators have the responsibility for teacher readiness. They cannot wait until the undergraduate courses are improved, but must provide seminars and in-service workshops for teachers. The curriculum director and consultants in the school system can assist the teachers by having materials and new ideas available. An on-going sex education committee composed of teachers at the various age levels, parents, children, and administrators is helpful in continuous evaluation and in keeping the program flexible. The classroom teacher must understand the need for sex education, its place in the curriculum and be secure in teaching it.

Having the sex education programs in the schools will not solve all social problems. Boys and girls, however, need the truth and the factual knowledge to counteract the sensational half-truths they are acquiring from other sources. Education must provide preparation for living in today's world and certainly

there is confusion in the apparent change in the culture in the area of sex. Evaluation of the teaching of subject matter is a usual and easy process, but the acquisition of subject matter is not the chief objective. Changed or improved attitudes and values are difficult to achieve and may take decades to acquire.

Sometimes the impact of the program may not be evident until the next generation in the success of these children with their own children. An almost immediate result however may appear with the disappearance of toilet markings, snickering groups pouring over pornographic pictures and passing of jokes. Increased respect and cooperation between the sexes may appear, and free, wholesome questions and discussions replace embarrassment and giggles.

Sex education will be in the schools as long as boys and girls are there; it has been there for decades in an illegitimate vulgar form. Now shall we leave it there, or should we plan a program in which sex education fits smoothly, educationally and progressively into the present school curriculum — and thus join and interact with other forces which affect the child's sexuality and sex behavior, as the family, environment, culture and religion?

A Philosophy for the Movement Arts

NEILS P. NEILSON

A flower does not exist by itself but has been created by progenitors and has been influenced by the environment. So it is with people; each person is unique because of parents, his efforts, and the influence of his environment. Each of us owes a debt of gratitude to those illustrious pioneers in gymnastics, physical culture and physical training who have advanced the field we now call physical education, including athletics. We are influenced by the past, function at present, and may leave some footprints in the sands of time.

I have been influenced by many teachers, leaders, associates and the environment since 1895. My elementary school home lessons were done by the light of a kerosene lamp. Mother knitted the stockings I wore from the wool of the sheep that grazed in our half-acre pasture. None of us in Millville, Utah saw an automobile before I was nine years old. No electricity, no refrigerators, no radio no television, but war as usual — it has been an interesting time in which to live.

In 1949, Dr. David K. Brace headed a Committee of the American Academy of Physical Education which selected the names of 102 outstanding leaders. Pictures of these leaders along with brief biographies were made available. These leaders generally were of our older generation, Dr. Sargent, Dr. Hitchcock, Dr. Anderson, Dr. McKenzie, Dr. McCurdy, Dr. Storey, Dr. Mabel Lee, and, of course, Professor Hetherington, who had much to do with organizing the American Academy of Physical Education and was honored with the Number 1. It has been my privilege to know personally, more or less, most of these leaders and I have been greatly influenced by them, especially by Professor Hetherington.

Clark W. Hetherington, in my judgment, was one of the most outstanding scientists and philosophers in physical education during the 20th century. He was born in Lanesboro, Minnesota, August 12, 1870. By the time he was four or

five years old the family moved to California, lived in various communities in the San Joaquin Valley and later in San Diego. Clark had considerable difficulty in completing enough college preparatory work, but in 1891 when Stanford University first opened its doors, he was accepted as a student. Also in his first class were Herbert Hoover and Thomas A. Storey who remained his lifelong friends.

Clark served as part-time assistant in physical training under Dr. Thomas D. Wood, the head of the department. Hetherington graduated from Stanford in 1895, remained one year as graduate assistant and then taught and did research on individual differences at the Reform School in Whittier, California. He then went to Clark University as assistant to G. Stanley Hall in psychology. No doubt it was there that he became intensely interested in biological and psychological problems in physical education.

In 1900, Hetherington accepted a position as professor of physical culture and director of the gymnasium at the University of Missouri. Much of his time was spent in eliminating professionalism in athletics, advocating educational training for physical educators rather than medical training, and trying to get physical education accepted as an integral part of education in general. His speeches and writings along these lines raised the ire of athletic coaches, physicians and educational administrators.

After leaving the University of Missouri in the spring of 1910, Hetherington spent some time promoting physical education under the Joseph Fels Endowment, established a Demonstration Play School at the University of California in 1913, and was appointed state supervisor of Physical Education in California in January 1918. He resigned in 1921 and after a brief time at Columbia University, where he came in contact with John Dewey and other educational philosophers, he accepted a position at New York University where he established a professional education curriculum. Because of ill health he resigned in 1928.

By this time Dr. Thomas A. Storey, his classmate at Stanford, had retired from his position at City College, New York, and returned to Stanford. Dr. Storey had a deep appreciation of Hetherington's work and wanted to see him publish his ideas in book form. He invited Hetherington to Stanford and arranged for his part-time employment.

During the years, several efforts had been made to help Hetherington complete some books. He received financial help for this purpose from the American Playground Association and the World Book Company. People who worked with him on his books included Miss Hussey, Dr. Jay B. Nash and Dr. Frank Lloyd. The small book *School Program in Physical Education* was published by World Book Company in 1922.

In 1934, I received a telephone call from Dr. Storey asking me to meet with Professor Hetherington at his home in Lafayette, over the hills from Oakland, California, to see if there was a possibility for me to come to Stanford to understudy Hetherington in the Problems course and help him finish his books.

We met under a large oak tree and discussed various aspects of physical education for a period of four hours. Clark's report to Dr. Storey was favorable so I resigned from my California State position and was appointed associate professor at Stanford. Work began in September 1934.

Dr. Thomas A. Storey, M.D. and Ph.D., was head of the School of Hygiene and Physical Education at Stanford University. He referred to physical education as applied hygiene. At one private conference I suggested to Dr. Storey that he drop the term hygiene and use the term health education. His reply was, "No, I have bled and died for hygiene during the past 30 years and I am not about to discard the term now." This could be expected since he was trained in medicine and like many other physicians at the time believed that the top administrative positions in physical education should be held by physicians.

Health was proclaimed as the major objective for physical education, and physicians admitted freely that training in medicine was necessary to understand physical education and health problems. Most of the early members of the American Academy of Physical Education held the M.D. degree. Dr. Storey became the first recognized state director of physical training in New York in 1916. Hetherington in January 1918 became the second state director to be appointed and served in California until 1921. It may be of interest to state here that in 1926 David K. Brace was among the very first persons, if not the first person, in the United States to receive the Ph.D. degree with a major in physical education. Dr. Frederick W. Cozens received his Ph.D. with a major in physical education at the University of Oregon, working under John Bovard.

While I was working at Stanford, Dr. Storey came to my office several times to impress upon me the great significance of Professor Hetherington's philosophy and scientific conclusions regarding physical education. He asked me to understudy Clark in his courses, especially the two courses titled "Problems" and "Interpretation and Objectives." Storey often stated, "You must come to understand his material, logical organization and content so that you can help him complete his books — his thinking *must* be saved for the future." I promised!

Hetherington has been referred to by some as the John Dewey of physical education. His book *School Program* always will be a classic in the early literature dealing with physical education. Every sentence is packed with meaning and has to be studied to be understood. Influenced, no doubt, by Dr. Thomas D. Wood while at Stanford, by G. Stanley Hall at Clark University, and by the great philosophers at Columbia University, Hetherington fought constantly for the informal or natural program and against the formalized exercises given to command. His philosophy was dynamic and forward-looking, never static.

Hetherington throughout his life seemed to be guided in his scientific thinking by two profound concepts, first, *the great importance of a logical classification of knowledge*, and second, *the necessity of seeing relationships among problems*

so that one can analyze the problems from the general to the specific and from the specific to the general in order to make the classification scientific. He often stated, "The analysis and classification of problems are the first steps in making physical education into a science."

When Clark and I sat under the great oak tree at his home in Lafayette, he talked about his eye difficulties (aniseikonia) and his digestive problems due to a malfunction of the vagus nerve. He also complained about his difficulty in remaining asleep for the needed number of hours. It was his custom to place a pencil and 20 or 30 half-sheets of yellow paper on a small table by his bed so that when he awakened and could not go back to sleep he would think about problems in education and physical education, study their relationships, and write down his analysis on these yellow sheets. In the morning, the sheets were classified and filed. These half-sheets finally numbered into the thousands and became a storage problem at Stanford University after his death.

As I sat in the classrooms in Hetherington's courses I felt near the floor and seemed to see Clark high above me in the clouds. The major difficulty was that he had already arrived at complex generalizations about physical education which he discussed too briefly and in addition, frequently used terms unfamiliar to me. However, after sitting through his course on "Problems" three times, constructing the examinations for him, reading the student papers, holding private conferences with him, and working many hours on the first prospective book, light began to dawn. I then began to teach the "Problems" course. During the ensuing years since 1937, the more I taught this course the more insight I gained into what he meant, and the greater became my respect for Clark W. Hetherington. His generalizations stand firm. They have become the mountain peaks around which I have built the mass of details accumulated from my own varied and profound experiences. Adding here, subtracting there, and changing a little where it seemed logical to do so, I now have my own philosophy but with a great debt of gratitude to Hetherington and his illustrious contemporaries.

Howard Braucher, Joseph Lee and Dr. R. Tait McKenzie were contemporaries and great friends of Hetherington. Dr. McKenzie, on occasion, became somewhat disturbed when he read a statement from Clark — one sentence to a typed page, clearly written, well punctuated and the thought clear as a bell, if you could follow it. I recall that at one of our national conventions I sat next to Dr. McKenzie at the banquet head table. At the conclusion, when workers began to clear the floor for a dance, Dr. McKenzie said to me, "Let us go to that small room over there, I would like to talk with you." We did and when seated Dr. McKenzie said, "I hear you are working with Professor Hetherington to help him finish his books." "Yes," I replied, "it is a great privilege." Dr. McKenzie then said, "I agree, but let me give you some advice, put some meat on the bones and insert at least 10 periods to the page." He was so right; Hetherington's generalizations needed the details under each to make them clear. In the course of our conversation Dr. McKenzie talked about something that happened in 1898 and asked if I remembered. I replied, "Dr. McKenzie, I must inform you that in 1898

I was three years old." We had a good laugh. What a treat to visit with him and again later in his workroom at the University of Pennsylvania. I saw him last when we sat around a large table where he presided as president of the American Academy of Physical Education meeting at Atlanta, Georgia, in April 1938, seven days before he passed away.

Clark W. Hetherington made three major contributions of profound significance to education and physical education. The *first* was a classification of all human activities into 23 groups under three generalized categories, namely, survival activities, developmental activities, and adult adjusting activities. This he called "The Universal Curriculum of Activities" since people in every country of the world engage in the activities. His *second* major contribution was the analysis and synthesis of the many problems in education and physical education which resulted in the "Nine Generalized Problems," namely, interpretation, objectives, auspices, people, program, leadership, administration, history, and the profession. The *third* major contribution was his profound analysis and synthesis of the "ten generalized conceptions and the four generalized objectives of education and physical education." Some detail concerning these contributions may be found in the book titled *Problems in Physical Education — An Introductory Course* by N.P. Neilson and Alice O. Bronson, published by Prentice-Hall in 1965.

When we use the term physical education, it should be clear whether we are talking about the process or the product, which means the results. The process is for one or more persons to engage in physical education activities under leadership in an environment. The person or persons being led, the activities they engage in, the leadership influence, and the environment present are the four general elements of the process. There are no more generalized elements in the process and there can be no less. Each element includes a mass of detailed subelements which together make a difference in the results of the process.

With respect to people, consider the influence of heredity and the state of maturity (meaning growth and development) with sex differences, age differences, and individual differences in all of the structural and functional traits. The activity makes a difference in the developmental results—certainly no one would argue that the results will in all respects be the same in basketball as in gymnastics. Leadership of the people in the activities will make a difference, otherwise why provide trained and experienced leadership? The meteorological, material, spacial, plant and human environment will affect the results, that is a football game played on a muddy field in a snowstorm at 10 degrees above zero will be different in quality from a game played in September on a good turf, sun shining, and the temperature at 75 degrees. A tremendous number of variations in the four generalized elements elements makes the process in physical education exceedingly complex.

Results of the process in physical education may be stated in generalized terms as physical education, experience, or development and adjustment. Our primary concern is not with growth or the score of the game or contest, but with

the kind, quality and amount of change in function in each participant. Growth is the increase in size of the person and should not be confused with development and adjustment which are generalized terms used to describe function. The term *growth* should not be used by educators when they mean change in function. Neither should educators confuse everybody by talking about intellectual skills when considerable evidence indicates that skill is highly specific and is restricted to neuromuscular coordination.

Human development can take place only as the result of participation in activities. No activity, no development. The nature of the activities determines in the main the nature of the development. Very little muscular strength can be developed by solving algebra problems. Concepts promoted by leaders during the "Middle Ages" resulted in the use of the terms physical development, mental development, and social development, which have been used to the great detriment of education in general and to physical education in particular. In view of the fact that the human organism when it acts, acts as a whole, these phrases should be considered obsolete.

The more detailed aspects of development may be stated as perceptions, ideas, concepts, interests, attitudes, emotions, muscular strength, skill, muscular endurance, and cardiorespiratory endurance. A synthesis of the detailed aspects results in the generalized terms: interpretive development (the ability to understand, gain knowledge), inpulsive development (development of feelings, emotional maturity), neuromuscular development (acquisition of skill and muscular strength), and organic development (physiological changes resulting in muscular endurance and cardiorespiratory endurance).

The ability of a person to adjust is from one point of view an aspect of development. Adjustment is the result of activity engaged in to achieve a satisfying relationship between the desires and needs of the individual and his environment. We adjust by writing a letter or by sending a telegram; by voting for or against a candidate for office; by playing tennis instead of swimming; or by accepting or rejecting a new idea. To participate in physical education activities requires many personal adjustments. Failure to participate in sufficient activity requiring use of the large muscles is itself an adjustment that many people make to their own detriment.

In the immediate future it seems to me that we should make a number of adjustments in our field having to do with concepts, procedures and semantics. The prediction is that physical education will soon cease to exist as a required subject in our colleges and universities. This is a reasonable expectation. College students generally make their own decisions concerning the purchase of automobiles, marriage arrangements, and their future vocations. They should have the ability and the favorable attitudes to make their own decisions regarding the use of physical education activities needed to maintain good health and for the enjoyment of their leisure.

This means that the clinical approach should determine our procedures in

physical education. College students should assess their health status through examinations given by health service experts and then find their neuromuscular and organic status, at least once each year, by taking appropriate physical education tests so that activities may be selected and used to maintain and, if desirable, improve their status in these areas. Advice will be available from the examinations but each student will make his own decision as to activity. It also means that our greatest effort should be made in the elementary schools where foundations are built and where the need is greatest.

It seems strange that efforts are made here and there to shift the administrative control of modern dance programs from physical education to the fine arts, dramatics, speech or music, on the plea that modern dance is primarily an art. This might be reasonable if modern dance is not to be a part of the curriculum in secondary schools but is to be preparation for stage performances. Without body movement, physical education as a program is reduced to zero. Without body movement the art in modern dance and the program in modern dance itself are reduced to zero. A little logic here would be useful.

At present, the hobby horse in physical education is physical fitness which has little meaning except in relation to a specific task. Fitness for a housewife, engineer or auto mechanic are different problems. Physical fitness as a term should not be used. Some of the tests given to assess what is called physical fitness have little validity. The underlying things needed for fitness are muscular strength, muscular endurance, and cardiorespiratory endurance which, when combined, are better called neuromuscular and organic fitness, the fitness that comes from physiological efficiency.

Furthermore, the confusion created by the statements made about purposes, aims, objectives, goals, and outcomes in physical education reigns supreme. Simply stated, the names used for objectives are synonyms and the effort to make distinctions among them is largely a waste of time. Objectives should be stated in specific or general form with the classified categories kept distinct. Objectives may be determined from the analyzed results of activity. It is impossible to state a valid objective that is not a result of activity.

In conclusion, may I say that at times I am quite disturbed by our semantics, the use of words, by members of our profession. To say that words are not important is to be somewhat misinformed, The meaning of what is said, or what we read, becomes clear to use only through our interpretation of the words used. If we agree that man is a biological organism and not an inanimate physical thing, then the terms physical education, physical activity, physical performance, physical achievement, physical ability, physical condition, physical examination, physical skills, physical development and basic skills, should not be used when talking about problems in our discipline. And why make the false statement, "skills basic to sports are identified as running, jumping, hopping, throwing, kicking, catching, and swimming"?

A long time ago I read an article by Dr. S.C. Staley in which he suggested changing the name physical education to sports education. The more I thought

about this problem the more convinced I became that the name physical education is illogical, no longer acceptable, and should be changed. The term itself has been a millstone around our necks since the Middle Ages and is one of the chief reasons why it has been so difficult to convince our academic friends (who maintain the primary objective in education is to train the mind) that our activities are among the most important in the school curriculum.

Each discipline is defined largely by the primary nature of the activities in which people engage. Music activities and chemistry activities are radically different. It is not the function of the geology teacher to explain the zone defense in basketball. Again, each discipline has an art side and a science side. We refer to a pianist as a great artist but this does not mean that there is no science in music. In developing a series of 16 mm. color film, Vince Lombardi, who became famous as a football coach, used the title "The Science and Art of Football." He could have said, "The Art and Science of Football." This phrase can be used with reference to all of our activities—for example, the art and science of basketball and the art and science of gymnastics.

Leaders in health education, physical education and recreation are with good reason defending these fields as separate disciplines. The central concept of our discipline is human movement. In the literature, the word movement is coming into more general use. To illustrate, note the statement, "leading physicians are becoming interested in the *movement arts* as a related field in preventive and curative medicine." Some might be willing to settle for the term athletics which is a short term and stands alone like chemistry, music and art. In my judgement, the term movement arts could be a satisfactory solution to the problem of changing our name. In this case, athletic activities would be listed as one on the categories under movement arts. If we wish to be logical, wish to improve our image, or wish to give our discipline a better status in the school curriculum, discarding the name physical education is a must!

The Development of Interest in International Affairs in Physical Education in the U.S.A.

DOROTHY S. AINSWORTH

I have selected this topic because of my great interest in international relations in spite of the fact that I was born and brought up in the Middle West on the Mississippi River in Moline, Illinois and this is not a center which is noted for its interest in international affairs. But I came from a family of great readers and my father read aloud to his three daughters almost every evening from the English authors such as Sir Walter Scott and Jane Austin and Kipling, as well as from some of our own authors. I suppose we absorbed interest in other countries and other peoples from this and also from the study of history which I greatly enjoyed and which was my college major.

There was another advantage in coming from the Middle West as there were so many persons who had come and were coming to our community both from Sweden and Germany that we were required to take three years of the German language and some French in the public high schools.

There was a third advantage in coming from the Middle West in that the Germans brought their Turnvereins or gymnastic societies and had Turner Halls in which to practice their gymnastics. The public schools all had required gymnastics taught by a German teacher, and in Moline by Adolf Oppenheimer better known as "Oppie" who was in charge of all physical education in our city and we had him two or three times a week. Because of this we became fairly expert in the use of wands, dumbbells, Indian clubs and ropes and also had a little apparatus. We had in high school some sports and in particular, basketball. There I had the pleasure of playing jump and running center and felt rather cooped up when I reached Smith College and we had a three-division court. But the main thing in regard to physical education at college was the fact that I had Swedish gymnastics for two years plus sports and later aesthetic dancing so that when I studied physical education I had actually experienced and used the systems we were discussing as rather ancient history and I had enjoyed them all.

110

In regard to international affairs the most important experience I had followed World War I and after my graduation from Smith in 1916 when I went to France in 1919 with the Smith College Relief Unit to help in the rehabilitation of French refugees returning to their homes in the 17 villages where we worked. I was there a year and while we spoke English, we also had to speak French and I fortunately had some in college. While there we went to many a market town such as Beauve and Gournais to help bring back things for our villagers. They needed chickens, rabbits, seeds, tools, even small pigs, goats and cows. The cows came up from Brittany by train but the other things we bought at the markets and drove back to Grecourt where we lived. I drove a great deal during this year and worked in the farm department of the Unit. I am still in touch with these people in the vicinity of Grecourt and try to see them whenever I am in France. This was an experience which gave me the feeling of oneness of all people which I have never lost. There was real understanding between us.

In addition to this I had one summer when I studied a few weeks with Nils Buks in Denmark and saw there what fine people the Danes were. This was a summer course organized by Miss McKinstry of Russell Sage College.

Another summer I studied briefly in several schools, going two or three times to each. The first with Bode in Berlin followed by a course equally brief at the Hellerau-Laxenburg School in Munich for dance and gymnastics and after that at the Duncan School in Salzburg which was truly a great experience under the direction of Elizabeth Duncan, the sister of Isadora.

During the winters I had been asked to teach physical education for the girls in the Moline High School. I intended to return there when I cam back from the work with the Smith College Relief Unit, but much to my surprise and pleasure, I was invited to return to Smith College to coach basketball and to teach dance which was of course simply aesthetic work plus some modified ballet. I had had dancing all my life since I had been a little girl and I was delighted to return to Smith. This appointment came in 1921. It did not bother me that I had had no training in physical education at that time. But it did bother the new director of the department, Florence McArdle, who, after two years, advised me to take a course in my field and suggested I go to Teachers College, Columbia University which I did and worked there for two years and went on to teach the first year at Skidmore College and then transferred in 1926 to Smith College permanently.

It was only after this last appointment that I came to know well the organizations in our field and to realize the possibilities there were and are for improving international relations through physical education. There was a little group of us who used to meet together during the big national meetings to talk about things we should do to further better international relations. The APEA (later AAHPER) had an international relations committee, the first chairman of which was Josephine Rathbone Karpovich. After World War II, we were even more interested and more determined to get in touch with our foreign counterparts. Those of us in the National Association of Directors of Physical

Education of College Women (now the NAPECW) were extremely eager to have an international meeting for women in the United States even before the Second World War II, but things were so uncertain it could not be done.

Meanwhile, I continued my work at Columbia, going to New York each Saturday morning for four hours for four years where I had very stimulating and provocative courses taught by Dr. Thomas D. Wood and Dr. Jesse Williams. I was also in classes with some of the men and women who were to be great leaders in our field during the next 25 years or more. The new theory of natural gymnastics, or the natural program of physical education which was taught was quite different from my previous work and I found it very interesting and understandable. This natural movement was a distinctly American development though it spread to other countries and more of our teachers (men in particular) were moving out to teach in different countries. Some of them frequently taught in the field of sports rather than gymnastics. We had early contacts with other countries through YMCA workers or the YWCA women who were sent out to teach in the Far East or in South America. It is interesting that just this last year in 1970 in Madras, India, they have celebrated the 50th anniversary of the YMCA College of Physical Education there which was started by Harry Crowe Buck of Springfield College in 1920 and holds a strong position in India today. Dr. J.P. Thomas is now president, and graduates from this school have given distinguished service throughout India and also have returned to this country for further study. I have visited this school which is co-educational and has a fine staff and extensive facilities.

I give these various facts to explain why my interest turned more and more to the possibility of connections between those in physical education in other countries and ourselves and why I also thought of the possibility of an international organization which would not be devoted to a single country or a single method of gymnastics, but rather to the exploration of what would be the best forms to follow, i.e. something that would set standards but would leave all free to choose the way in which the standards could be reached. Those who had studied abroad came to know the Ling Society (now known as FIEP, i.e., the Federation International Education Physique). Others studied in different schools, the women gaining great benefits from the school of Ellie Bjornstein in Finland. Later I saw some demonstrations of this remarkable work. But in the early part of this century the two strongest organizations were FIEP and the German Turnvereins.

The uniting organization in the United States was the American Association for Physical Education, the predecessor of our AAHPER which was open to all people in physical education and which did not stand behind one system and as they developed became much interested in health, sports, dance, and recreation and some forms of gymnastics, i.e., all healthful activities. This was the background for physical education in the early 1920s though in the case of young men of college level, sports had gradually developed under the control of

athletic associations and directors of athletics which were not always directly under university or college control.

As to the interest in international relations in the field of physical education at this time, i.e., between the two wars, there were chairmen of international relations in the AAHPER as well as in a number of our other organizations or branches of the AAHPER, such as the DGWS, the American Academy of Physical Education, the Women's Directors of Physical Education (now the NAPECW), several fraternities and sororities, etc. The AAHPER chairman worked up a special group of these chairmen of international relations and eventually they formed a Council on International Affairs in Physical Education which met informally at each national meeting. I had the pleasure of being chairman of this in the 1950s and we then distributed the news and suggestions and hopes for the future to all the members which included state representatives and representatives from various organizations and officers. It was an interesting and stimulating time. But it was not as well organized as the present International Relations Council which has been reorganized and is now very well set up and administered. This has developed through the efforts of the many people interested in this area and very fine leadership of persons usually who had had some experience abroad or in this country with foreign guests.

The first Olympic Games after World War II were held in London in 1948. I was asked if I would care to go to be one of two representatives of our national association at a pre-Olympic conference on physical education in London. I was delighted to attend this and also to represent NEA at a mental hygiene conference held in the same place a little later. There was time between the two meetings for me to go up to Copenhagen and see Madame Agnete Bertram who had suggested, much to our pleasure, that the American women hold the international meeting which we (the College Directors for Women's Physical Education, now the NAPECW) were so eager to have. So, after the pre-Olympic conference in London, I flew to Copenhagen, met Madame Bertram and her husband Mr. Peterson, saw the officials at the University of Copenhagen and confirmed the fact that we would like very much indeed to hold our meeting for women in physical education there. They, through Madame Bertram, were willing to make all the arrangements for local area and extra events while we in the USA would arrange the program. This was to be a women's meeting. On this trip I received a cordial invitation from the Rector of the University to hold the meeting there. We visited hotels, the student gymnasium, saw the general equipment which was really excellent for our purposes; we were most grateful and delighted that such an opportunity was given to us to meet in this beautiful city and university. Then I flew back to London, went to the mental hygiene conference, a very interesting one, as most leading psychiatrists were there and spoke there. Then I returned to America and was able to present this invitation to the College Women's Association when they met in Los Angeles, California.

Shortly after my return I asked those who were present to let me know or to

register right then and there for passage as we would go by boat from New York the following summer and we needed to make reservations as soon as possible. To my surprise a goodly number of that group signed and many of them were with us in Copenhagen. The meeting was planned both in America and in Copenhagen. As I said, Madame Bertram attended to all local arrangements, excursions and special events, while I organized the program of talks. I am sure what we did was rather a shock to those from other countries because it, of course, reflected the U.S. type of meeting of having a great number of talks rather than demonstrations and all by women. This had not been the case in such a foreign physical education meeting, where women were asked to demonstrate or teach or compete but not to give theoretical papers save to describe the demonstrations. Many women came and only Major Thulin, President of FIEP insisted on coming from Sweden and sat in the front row through the entire time. Many many letters passed between Madame Bertram and myself during the winter and I always found her most helpful and most able.

The Copenhagen Conference was a very enjoyable affair and extremely interesting and, as most of you realize, from this conference there developed the International Association of Physical Education and Sports for Girls and Women which now meets every fourth year. In Copenhagen 235 persons from 24 countries were present. We had expected 150. The conference was held just before the first Lingiad Gymnastic Festival after the war in Sweden so that women who were going to Stockholm could stop off in Copenhagen for our women's meeting before going on to see the demonstrations and hear the papers in Stockholm.

The women who came to Copenhagen were so pleased with the first Congress that they voted to hold such a meeting every four or five years thereafter. They met in Paris in 1953 where 500 attended; in London in 1957; in Washington in 1961; in Cologne in 1965; and in Tokyo in 1969. The group is now preparing to go to Tehran in 1973. We have learned much from each other and seen a great deal. We have published reports of each meeting. Each year the American members hold a luncheon meeting at the big AAHPER national conference for discussion of our plans.

There have been other meetings also held prior to the Olympics open to men and women, some of which I have attended. One was in Finland arranged by J.B. Nash and another was held in Australia in 1956 where it was suggested that a committee be appointed to investigate the formation of another international organization for men and women. From this idea eventually came the formation of the International Council of Physical Education and Sport. This group has been active in the organization of special conferences and seminars on special subjects.

Also the Ling Society changed its name to FIEP about this time which I have described above, and there was another meeting called by UNESCO on the subject of "The Contribution of Sports to the Improvement of Professional

Abilities and to Cultural Development" in Helsinki, Finland, 1959, for bringing together all these different organizations but it was too diverse a problem to change.

The organization which is closest to our country for both men and women is the International Council on Health, Physical Education and Recreation (ICHPER) which truly emphasizes the educational purposes as well as the social and physical objectives in our field. ICHPER grew out of an invitation from the World Confederation of Organizations of the Teaching Profession to present an application from those in health, physical education, and recreation, for membership in WCOTP. Carl Troester and I met with the WCOTP committee in Rome in 1958. Earlier I had represented AAHPER at two WCOTP meetings, one in Ottawa and one in Copenhagen, where WCOTP was actually formed. I went to these because I felt strongly that ICHPER should be part of an education group. In 1958 at the Rome meeting a committee of different physical education persons, including Dr. Antonio Leal d'Oliveira, recent President of FIEP, discussed the relationship of ICHPER to WCOTP. I had been asked to be chairman of this committee and we had WCOTP representatives with us. We voted to present an application to WCOTP the following year (1959) when WCOTP was to meet in Washington, requesting membership for ICHPER in WCOTP. In order to do this we, in 1959, invited a group from the U.S. and elsewhere to come to Washington and meet there preceding the WCOTP conference to look over the constitution and plan and to indicate their approval and support or (disapproval.) We had a good response and a very good-sized conference which preceded the WCOTP meeting. They had copies of and we read through the proposals for WCOTP membership and the proposed constitution and I was happy to have a favorable response from all of those present.

The next day the same materials were presented to the plenary session of WCOTP which gave us unanimous approval as had the physical education group. This led the way to our usefulness in a WCOTP Congress held the following year in 1960 in Amsterdam which stressed health and health education. This was the first time ICHPER had met with WCOTP and we had again very good representation from our European friends though fewer than elsewhere. Since that date ICHPER has met each year on the few days preceding the WCOTP Congress. We were one of their three international members. We were invited to remain over for the WCOTP meetings as we continue to do.

It is from here on that ICHPER has been in a very good position and has met at the same time and place as WCOTP and has been permitted to attend their different sessions. ICHPER has also had full and interesting programs of their own just preceding the WCOTP Congress. Throughout these years ICHPER has met with WCOTP in Amsterdam in 1960; in New Delhi in 1961; Stockholm in 1961; Rio di Janeiro in 1963; Paris in 1964; Addis Ababa in 1965; Seoul in 1966; Vancouver in 1967; Dublin in 1968; Abidjan (Ivory Coast) in 1969; Sydney in 1970; and we will meet in Kingston (Jamaica) in the Caribbean in 1971. During

this period there have been publications, there have been special seminars and there has been constant growth. The Congress proceedings of each meeting have been published. It has been an extremely valuable experience to have attended all these meetings. As can be seen by the previous facts, both ICHPER and the International Association of Physical Education and Sports for Girls and Women have had a consistent part in the cooperation between peoples from different countries and there is every prospect of continuing on this course. The College Women's group of the U.S. feels a very definite responsibility for continuing their work with the women of other countries. Their meetings which are held every fourth year in a different country give great leeway for work between the meetings, and the meetings in themselves have been very satisfactory.

I am sometimes asked whether these meetings, pleasant as they may be, really have any lasting effect. Personally I believe they do because of the very excellent resolutions which have been passed at both the ICHPER Congresses and those of the International Women's group. These are taken home and considered seriously by their own local associations and also have now been collected and can be obtained, at least those from ICHPER, through the office of AAHPER. The discussion of the objectives is very interesting and they are discussed very seriously before they are passed. This in itself is important but to me the most important thing of all is meeting year after year with different groups of people who would like to talk with others about their situation and their program and this in itself is worthwhile to me. And knowing the people concerned is a delight.

At the meeting in Stockholm in 1962 I stated ICHPER had developed over four years in the endeavors to follow the principles with which we began. Briefly these are as follows:

1) To approve and encourage health education, physical education and recreation for all children, youth and adults (the less skilled as well as the more gifted).

2) ICHPER neither stands for, nor endorses one particular method or system for health, physical education and recreation. Rather it encourages the exchange of ideas concerning various types of work and programs.

3) We are deeply concerned with raising the standards of work, the training of teachers, and the place and position of teachers of health, physical education and recreation.

4) We are much interested in the exchange of ideas as reflected in our *Bulletin* and reports which go out to all members of both WCOTP and ICHPER.

5) We look with great favor on visits of persons to and from other lands; the exchange of teachers and students and visits of specialists and special groups are encouraged.

6) We approve of area meetings and changes of locale.

ICHPER has also published a report of each Congress which is a permanent record of their work, and they have carried on studies concerning the status of teachers and programs of physical education. Many publications have been

prepared as several enlarged studies such as games and dances from various lands and works on the status of teachers, teacher training and a tenth anniversary pamphlet (1958-1967) which is most inclusive and interesting. For this work we are deeply indebted to Ray Ciszek, Elsa Schneider and Carl Troester and the contributing countries.

One other Congress was of particular importance to us in that it was a South American Congress held by the South American Teachers Association. It was through this that I came to know the South American women concerned with physical education in their bigger countries, particularly in Brazil, Argentina, Chile and Peru and in Uruguay where we were meeting. We had had a number of students here at Smith College from several of these countries and it was my pleasure to see them again and to work with them at these meetings. Many of them also attended an ICHPER meeting held in Rio de Janiero in 1963 which was a wonderful meeting though I can hardly cite any that were not fascinating and stimulating affairs.

But all of this had to do with external affairs while even earlier i.e, during World War I, there were very active committees working on correspondence, exchange of students, and help in any form we could think of for the foreigners in this country. This group has worked on the international program. The workers included state representatives and also representatives from the affiliated organizations of AAHPER, and as the group was enlarged from the very few who used to meet at national meetings to a very sizable number of persons, the name was changed from "Committee" to "The Joint Council on International Affairs of the AAHPER." At their meetings each year during the AAHPER national convention, members of the Council would report on their work and programs during the year either in their special groups or in their states. Suggestions were sent out to the group during these years between 1948 and 1959 and the work was on the whole carried out by a very able chairman.

Today the work is carried on by the International Relations Council where very able chairmen have added greatly to interest in international work and the spreading of news and projects through state officials and through some very exciting and interesting programs arranged for the AAHPER Congress. Another new feature has been the development of courses in comparative physical education telling of physical education in different countries. This has been very valuable and certain books have been published to be used in new courses in which there is a growing interest and where new textbooks are needed. An example of this is the book called *The World Today In Health, Physical Education and Recreation* by Lynn Vendien and John Nixon which has recently appeared. Another example of this interest in physical education in other countries is the pamphlet published by the Phi Epsilon Kappa fraternity in Indianapolis called *Physical Education Around the World* which is edited by William Johnson. These are all very good and interesting.

Many things can be done both here and abroad, first by supporting the

International Relations Council and by working on hospitality for foreign students and guests and other projects of this nature.

I would conclude by wishing those working in international relations today the real joy and interesting experiences that I have known through this work. It all takes a great deal of time and consistent interest and work, but it is well worth the time and effort.

Following are lists of suggestions for work in international relations,

SUGGESTION OF PROJECTS FROM THE AAHPER COMMITTEE ON INTERNATIONAL RELATIONS

1948-49—Report of Committee on International Relations.
Procedures and Accomplishments for the year.

1. This committee was represented at the International Meeting on Physical Education, Recreation and Rehabilitation held in London in July 1948, and at the Mental Hygiene Congress held in the same city two weeks later.
2. Notes on International Physical Education Committee News were compiled for and published in the *Journal*, and the report of the Congress on Physical Education, etc., mentioned above was published in this column.
3. This same report was sent to the State Department as part of the Official U.S. report made by Nelson Metcalf and also is to be published in Canada.
4. News of the USA physical education world has been sent to the Central Council of Recreation in London to be published in their bulletin on physical education.
5. The chairman has been in touch with a number of displaced persons and has put one at least in touch with a position in the USA.
6. The campaign for aid to foreign physical education has been reactivated and flyers for this have gone into the *Journal* and distributed to various groups. This is sponsored by a committee representing the CPA (Allison Marsh), the American Academy of Physical Education (Dr. Nash), the NAPECW (Virginia Rath, the chairman) and the AAHPER (Dorothy Ainsworth).
7. A none too successful effort has been made to collect the names of all foreign students and teachers of physical education, health and recreation in this country.
8. The trip of Mr. Agne Holmstrom with talks on the Lingiad was arranged and a word of appreciation should go to all the hosts and hostesses who made his trip go so smoothly. He was most appreciative of all the many kindnesses shown him.
9. A code for this committee was written, approved by the committee and is on file in the Washington office.
10. The Organization of the International Congress on Physical Education for Girls and Women, sponsored by the NAPECW, to be held in Copenhagen, Denmark, in 1949, has taken much time but has resulted in many international contracts of value to the AAHPER committee. At present 57 women from the U.S. expect to be at the Copenhagen Congress.
11. The chairman has been a member of a committee concerned with the consideration of the founding of an Institute of Physical Education in China. Mrs. Joseph Rathbone Marpovich is particularly concerned with this project.
12. The committee is in touch with the Institution of International Education in New York and with the Commission on Educational Reconstruction in Washington in the hope of encouraging the exchange of teachers and students of foreign countries.
13. The committee is arranging two meetings at the National AAHPER in Boston. At the first meeting we will hear from three exchange students and Dr. Paul Smith, assistant director of International Affairs, on the exchange of student and teachers from other countries. That noon there will be a luncheon at which we will report the various projects of this committee, and introduce as many of our foreign guests, students and exchange teachers as we can locate.

118

14. We are trying to establish correspondence between physical education students in this country and foreign countries. Someone with more time to devote to this should be put on the committee.

1955-56 —

1. Play equipment and physical education books needed in Guatemala. Will you donate one piece of play equipment (ball, bat, net, ping-pong sets, etc.) and/or one professional book to Guatemala? Dr. Dorothy Ainsworth has just returned from a visit to Guatemala where she served as consultant at a seminar on the reform of physical education in this country. She reports that there is a great need for play equipment in Guatemala, and requests that any donations be sent to her at once so they can be forwarded to Guatemala in time for the opening of the new term on January 1. How about adding this to your Christmas shopping list and mailing it to Dorothy now? Send to:

Miss Dorothy Ainsworth
Smith College
Northampton, Mass.

2. An Anglo-American Workshop on Physical Education on the Elementary Level will be held in England, June 24 — July 13, 1956. There is space for 30 persons, men and women. Register with Rachel Bryant, AAHPER, 1201 -16th Street, N.W. Washington, D.C. A complete announcement may be procured by writing to the chairman:

Miss Ruth Foster
Ministry of Education
Curzon Street
London, W 1, England

3. The Report of the International Congress held in 1954 at Connecticut Valley College is available at AAHPER Headquarters, 1201 16th St., NW., Wash., D.C.

4. A Congress on Physical Education for men and women will be held in Australia preceding the Olympic Games in November, 1956.

5. Send for these publications if you do not have them in your file:

Educational Exchange Grants, Department of State Publication 5484, Superintendent of Documents, U.S. Government Printing Office, Washington, 25 D.C., 10 cents. Contains up-to-date information of grants, scholarships, exchanges available to Americans for work or study abroad, and also for the citizens of other countries interested in studying or teaching in U.S.

Welcome Stranger: Some Suggestions for Planning a Program for Visiting Educators from Other Lands. U.S. Dept. of Health, Education and Welfare, Washington, 25, D.C.

So You Are Going To Have An Exchange Teacher. Federal Security Agency, Office of Education, Washington, 25, D.C. Down-to-earth suggestions to communities anticipating exchange teachers.

Four Point Program, 1955-56, International Affairs in Health, Physical Education and Recreation. Published by Joint Council on International Affairs in Health, Physical Education and Recreation. Obtainable from Dorothy Ainsworth, Smith College, Northampton, Mass. Contains many specific and workable suggestions for furthering international relations through (1) Hospitality, (2) Exchange of Persons, (3) Exchange of Ideas, and (4) Public Relations.

U.S. Government Awards Under the Fulbright and Smith Mundt Act: 1956-57 Conference Board of Associated Research Councils Committee on International Exchange of Persons, 2101 Connecticut Avenue, Wash. 25, D.C.

Exchange, a leaflet: Institute of International Education, 1 E. 67 St., N.Y. 21, N.Y.

Free flyers on CARE Play Kit Project: Dorothy Deach, Dept. of Physical Education for Women, University of Maryland, College Park, Md.

6. The Resolutions passed by the Connecticut Valley Congress and later endorsed by many professional organizations were presented to Dr. Luther Evans, head of UNESCO in Paris, this past summer.

7. An International Congress on Recreation will be held in Philadelphia in the fall of 1956.

8. Some of the international meetings held this past summer which were attended by U.S. men and women:

World Sports Medicine Association met in Argentina. *Jours D'Etude*, or seminars, were held in Paris. Canadian members of *Phi Epsilon Kappa* met at Winnipeg. *Boys Club* workers from Canada and USA met in New York for a leadership training course. *Junior Red Cross* members attended a Leadership Training Center in Europe and in Canada. A similar training center is planned for USA in summer, 1956.

9. Listing of foreign journals in our fields by C.H. McCloy is to be found in the *Physical Educator*. Write C.O. Jackson, Professor of Physical Education, University of Illinois, Champaign, Illinois, for further information.

10. The Pan American Association of Teachers of Physical Education is completing its organization.

11. The depository for foreign magazines is the library of the University of Maryland. A second depository is being planned by Phi Epsilon Kappa.

PROJECTED FUTURE PLANS BY WILLIAM JOHNSON

1965-66

1. Continuation of successful activities:
   a. Book project-continue and possibly expand to more countries yearly.
   b. Newsletter-possible expansion to more colleges and universities.
   c. State Chairmen-encourage longer terms of office and more information.
   d. Division Chairmen-longer terms of office and wider functions.
   e. Convention Program: (meeting and program; breakfast; hospitality hour; and business meeting).
2. Propose more joint meetings with other sections or councils.
3. Start planning for an excellent health, physical education and recreation exhibit at the Olympic Games in Mexico in 1968 in the event of a World Convention of HPER takes place at the same time.
4. Plan to keep the lists of AAHPER members who have taught and traveled overseas current. Also contact these interested AAHPER members from time to time and encourage them to continue their contacts with countries and physical education leaders in countries visited.
5. Encouragement and recognition to be given to the many Joint Council of International Affairs (previous title) organizations such as: People-to-People Sports Projects; CARE Kits; YW and YM's Peace Corps; Job Corps; Teach Corps, etc. Publication of their reports and oral recognition at Conventions and meetings.
6. Encourage colleges and universities to use more foreign specialists as exchange teachers in various areas of speciality such as dance, gynmastics, soccer, etc.
7. Encourage participation in the Specialists Sports Programs as well as health, physical education in the Peace Corps Program.
8. Encourage new AAHPER members to seek overseas teaching assignments with various agencies, such as: The Armed Services Overseas Teaching Programs; The Fulbright Program and others.
9. Encourage foreign visitors to explain their programs without making them feel self-conscious. Try to learn from them as they try to learn from us.
10. With the world shrinking into one world, with jet travel available, more and more contacts will be available with other countries and peoples; our Section should keep up with the times and provide the leadership necessary to make a lasting contribution to AAHPER.

This Side of the Mountain: The View From My Bias or One Perspective of Some Correlates of Movement Variability

RUTH ABERNATHY

Each of us views our world through the sieve of our own acculturation, each perceives what he *can* perceive. As the title of this paper suggests, my personal bias in the study of human movement is a long standing concern with sociocultural correlates of movement.

Personal acculturation grows out of experience. I grew up an Okie and met the cultural shock of the Lower East Side of New York with great interest and concern. This was followed by experience in the bureaucracy of state government and the more rarified but ultimately more searching and demanding atmosphere of the multiversity. The move from a small, relatively quiet southwestern town to the hustle and the bustle of the pushcarts with multiple languages assaulting the ear was no greater shock than the move from an office dealing with centralized direction of defined aspects of public education to the demand for exploration of the discipline underlying an applied field as is essential in the Colleges of Arts and Sciences today.

My review of personal sources of bias was really to set the stage for a "perceptual frame of reference." My view of behavioral variability is essentially experiential. Of course, studies of behavior should also include consideration of the "action frame of reference" in that action has an experiential base *when*, and *insofar* as the active individual attaches objective meanings to his act. The important point for those wishing to look at social and cultural phenomena or to examine a behavior in the light of sociocultural forces is to look for the configurations of forces that may have an influence on the behavior to be examined rather than for cause and effect relationships.

Human behavior is characterized by great variability, and at the same time by threads of commonality that seem more or less apparent depending upon the extent to which our own experience and our interpretations, our own perceptions and our own motives seem to be shared with those whose behaviors we are observing. It is obvious that any given time we observe the behavior of others filtered through our own experiences and needs. How we have learned to behave, how we perceive behavior, how we value varying points of view determines to a large extent how we interpret the meaning of behaviors that we observe. This is simply a reaffirmation of a view that behavior of the individual is a function of his ways of perceiving.

How a person behaves at a given time is a direct expression of the way things seem to him at the moment. It has been noted that much of the breakdown of human interaction appears to result from "failure to properly understand the importance of the principle that behavior is a function of personal meaning". The problem becomes one of understanding how people perceive and react to the situation as *they* see it. In other words, much of what I say today arises from what I have experienced and have learned to attach meaning to, from the way I have learned to perceive.

I have been discussing perception to establish a base for looking at sociocultural factors as we seek understanding of human movement. There are numerous problems implicit in this perspective. The first problem is from what stance shall the field of inquiry in human movement be examined? I chose to report the view our staff has taken. In that view the concern is not with physical education as a profession but rather with human movement as a field of inquiry. The professional person in physical education is concerned with change in behavior while the scientist, in a field of inquiry such as this, is concerned with understanding and ultimately predicting behavior. The focus then, is not on situational conditions influencing the process of change but on the phenomenon of moving. With this orientation, we have attempted to identify a series of relatively common denominators as a means of clarifying our own next steps. Common denominators in this sense are the questions to which our concern must be addressed.

The second limitation has been noted; it arises from my immediate concern with the "why" of movement variability and more specifically, with one aspect of sources of variability in movement style, form, pattern, and organization. It is probably wise to note that problems are often created by semantic difficulty, in that it is difficult for us to prevent our own *affect* from *effecting* the terms used to define an area of inquiry. Suffice it to say, my focus is on understanding the *genisis* and the nature of intrapersonal and intergroup variability in moving with particular reference to sociocultural correlates. Certainly this focus must be related to and be seen in relation to explications of *how* man can move. The *how* involves the structure-function-development orientations, or, said another way, structural, maturational, biomechanical, and neuromuscular variables, and the reciprocal interaction of movement and

function. The basic concern in that focus is with the conditions for moving; that is, with conditions necessary to the event of moving. This is not the same as a concern with the determinants of *variability* in moving. Conditions necessary to the occurrence of an event are not sufficient for explication of occurrence let alone variability.

An approach to inquiry more directly related to understandings of sources of movement variability is investigation of the meaning of experiences of moving and of the significance of movement to the mover and to observers. Since meaning and significance develop in a cultural context, they are a concern from my bias. Questions relative to the difference *between* significance and meaning are critical here. Significance and meaning are not the same, nor is one necessarily a function or a counterpart of the other. For example, *meaning* for the mover may be in the experience of moving, whereas *significance* of the movement behavior may reside in other than the personal and immediate. In other words, movement may be significant by virtue of a *fitness* or other outcome or product of the movement, but the perceived meaning for the individual may be in a facet of the moving process experienced.

To return to the central focus of this paper, the determinants of some aspects of variability in human movement, the basic question seems to be: given the capacity to move, what kinds or configurations or correlates of movement variability have been or might be useful in understanding why men move with the consistencies and differences that they do?

In addressing this question, we do need to understand perception and motivation as processes, but another and immediately relevant aspect of study derives from the context within which movement occurs—in a search for similarities and differences in the situational but also sociocultural *context of reference*.

Another problem area arises here: the concepts involved in the word *culture* and the word *special* are complex. Definitions and connotations range all the way from subsuming social as an aspect of culture to subsuming culture as a set within the social framework. However, since definition of terms beyond that of usage is not necessary to the purpose of this paper I will simply identify my concern as interrelationships among movement variables and various aspects of sociocultural phenomena that deal with *groups, roles, interaction* and *values*. In this orientation, *social* deals with any aspect of person-to-person or person-group relationships; and *interaction* is a process of relating which can be examined with reference to qualities of relationship. Interaction in this sense is primarily face-to-face relationships of group members. As was indicated preciously, we bring to such relationships our self-concepts and personal values, our personal standards and our personal needs. Movement is a process of relating and interaction will be discussed in a later part of this paper.

A *group*, for purposes if this discussion, is simply two or more people who

share some kind of identification. They may or may not be aware of themselves as a group. If as group members these people have a sense of shared purpose, they have some interdependence in satisfaction of needs in that they can help one another to accomplish their purposes. There are many kinds of groups: large ones, small ones, intimate and distant ones, and all may be variable as to levels of solidarity. The amount of dependency among members and the extent to which the group is formalized as an organization are all part of group structure. There are formal and informal groups, primary and secondary groups, temporary and permanent groups and memberships which are acquired or ascribed. The study of sport as subculture has been approached with reference to group theory.

Culture is viewed essentially as a series of common elements or values that bind people together. It seems that a person makes choices not solely on his "will to act" but basically in accord with the apparent values associated with his experience in growing up in his culture. Some orientations to movements activity or participation may have a cultural-values base.

Knutson made clear the interaction of man and his environments when he pointed out that "we cannot separate man and his psychological behavior from his socio-cultural setting ... the process of socialization dictates personal motives, modes of coping with environment, and details of personality style."

Obviously, each person grows up in a value based culture and interacts with the members of the many groups to which he belongs. Each of these groups brings a variety of forces to bear upon the individual. Personal goals and behaviors in dealing with security, affection, recognition, and new experience develop within this context. Krech et al., discussing the vital role of group affiliation on the formation of individual attitudes, states that both the membership groups with which the individual affiliates and the nonmembership groups to which he aspires to belong are important in shaping his views. Groups serve then as a means of efficiency, of socialization and as a part of the process of learning behavior patterns including movement patterns. They serve a mediating function between the person and the larger society, they provide a setting for the interplay of personality, and they highlight the cooperation or the competition and other variables in any given social system. Our most prevalent sports activities can be viewed as symbolic representations of cultural values.

The function of *roles* is to define the contribution that a position will make to the aims and purposes of the group or community. For every recognized position there is an expectation, shared by members of the community, as to what *should* be the behavior of persons who occupy that position. What a typical occupant of a given position is expected to do constitutes the role expectations associated with that position. Knutson points out that since we have a series of roles, we assume a *role set*. This set approximates our understanding of the behaviors of all the roles that are associated with us. *Values* underlie role expectations and values are variable. Role expectations and

movement behavior will be a primary concern in the last section of this paper.

Not all of us have the same value orientations, that is not all of us believe that the same things are good, or true, or appropriate. These value orientations are reflected in goals, means, and modes and behavior. A highly simplified value classification my serve to illustrate this point.

1. There is an *instrumental* value orientation. Decisions are based upon what will work to accomplish a goal.
2. There is an *acceptable* value orientation. Basically this is what is "right or wrong." We may set up strictures on ethical concepts that make it difficult for some people to operate within an ethical framework, and yet their behavior may be acceptable. One example on a simplified basis may be sports scandals. Much depends on what is acceptable to the group to which we belong or to which we aspire to belong.

The instrumental view holds that if "it" *works* in achieving a goal, an event or act is of *value*. To some people if it works, it is acceptable, to others a given act may gain results but be unacceptable. Here the concept of value hierarchy is critical. Built-in controls derived from perception of acceptance have much to do with social behaviors. The physical educator might well give some additional attention to possibilities in this area: in particular, to what is often an instrumental-ethical value conflict in sports behavior.

3. A *third* value category of values might be termed *appreciative*. If one sees the whole of communicative -expressive movement as games or sports or dance, ritual, gesture and/or other aspects of moving, *valuing* is not limited to the more narrowly conceived view of aesthetics though there is an area that must be considered as essentially aesthetic in the more usual sense. The *appreciated* is that which has meaning. In other words, if the activity has meaning within and for the person, the group or the society it is *appreciated*. Books, poems, ballet, contemporary dance or baseball can be arranged on a continuum and placement would depend on what population were polled under what conditions.

These three value orientations can be related respectively to goals, means and modes of behavior and studied with reference to socioeconomic class differences in movement participation and behavior.

Another area of *social* concern with moving deals with moving as *process*, that is, with the personal-social meanings and significancies of the process itself. This deals in part with perception, but it also has to do with the significance of moving to the self with reference to image, set, challenge, and skill mastery as well as with the developmental aspects of human growth. What skill means to the 3-year-old or the 1-year-old or the 15-year-old or to the boy or to the girl may vary tremendously, and the impact of that meaning may have differing elements of significance to subsequent development. The significance of moving to individual development may reside in the relation of the movement to ideas of space and time or in the development of generalizations about the environment by virtue of moving within it.

The process of moving and interpersonal relations deals with the sensitivity, with communication-expression and with identification. We learn to control gestures in relation to the group of which we are a part. All of you have experienced the student who sits in class with a smile but whose feet and legs reveal constant tension. Points such as these, related to our judgements about people, obviously arise from our interpretation of the movement observed and represent another area in which both personalized sieving or bias is operative. We might note recent literature on body language.

In reviewing the relationship between society, culture and movement, a conception of universals and variables seems productive:

1. There are *cultural universals* as ideas and expressive forms and ethics. There are aspects of *cultural variance* such as differences in knowledges, beliefs, customs, folkways, rituals, morals and laws.
3. There are *social universals* as institutions and reference groups and *social differences* as restrictions and imperatives in role prescriptions as illustrated by age, by sex, by class, by position.
3. There are also *movement universals* as time, space and effort; and there are movement differences as purpose, style, form, pattern, skill, strategy, content and meaning.

If we look at these universals and differences, for example, with reference to the process of interaction through which cultural values are transmitted by virtue of group affiliation and affirmed by sanctions and rewards, there appear to be *a*fferent selective processes. The antecedents of movement behavior appear to arise from dominance and variance in value systems within the available alternatives for movement selection. Then, too, there are the *e*fferent evaluative processes that arise subsequent to evaluative behavior and deal with individual and situational variability. These might be considered the *effective outcome*, that is, the functional individual variability depending upon the sanctions or the rewards given to activities by the groups to which one belongs. Such sanctions or approvals translated as an orientation to movement or as a resultant if interaction deal with *instrumental* goal achievement—for example, the sex appropriateness of the task. Tasks are assigned a masculine or feminine label in ratio to the proportion of men and of women performing the tasks. The larger the ratio the more sex typed the task in relation to membership in a particular reference group.

Factors such as physical strength, sexual prowess, dominance in interpersonal relations, and skill in exploiting or conquering the physical environment may hold primacy for males. Expectations for females may have accentuated grace rather than strength, submission rather than prowess and dominance, and skill in *utilizing* rather than conquering the environment. Sanctions and rewards, therefore, would be reflected in the sex appropriateness of a given task, sport or dance.

In recent years, I have organized sociocultural material in four categories. These groupings reflect phenomena of concern in human movement study,

which is the basis for our field of inquiry. In the brief discussion of these categories, relationships to universals and to variables is implicit. Primary attention is given to substantive questions in human inquiry. Modes of inquiry are suggested by exemplary studies. It is hoped that this final portion of the paper will tie the previous discussion to some vital concerns. It deals with the structure of the body of knowledge in this one area if inquiry. Examples are drawn primarily in terms of male and female. (Forgive the "bio" emphasis.)

1. *Change and continuity in movement patterns or programs in an historical cross-cultural perspective.*

A simple example of concern under this heading is the difference in the type and purpose of physical activity in the development of the citizen of Sparta and the citizen of Athens. In this period of city states, the Athenian ideal of balance was quite different from the Spartan ideal of military mastery and the training programs were markedly different. The history of sport in the United States, as another example, marks the shift from sports as a right of the upper class, to popularization in the middle classn and now practically a universal phenomenon for both men and women participating as well as observing sports spectaculars. The change in views of sports for women from the period in which Berenson coached basketball and the comment that in cycling, "scorching was unacceptable for a lady" (that means racing) to the current extension of intercollegiate competition for women may be considered another step in emancipation or another evidence of role confusion, depending upon the point of view.

The shifts through time in the stated purposes of programs of physical culture, physical training, and physical education in schools and colleges are familiar to all of us. What about the significance in time and in values of the development of body building or reducing salons or athletic clubs? At what time, in what places, for what groups and for what purposes did YMCAs find major growth?

2. *Variability in physical activity interest and choices,* with particular reference to classes, groups, and roles.

Among the more interesting studies in this area many have to do with sex differences. It appears that these may be more related to sociocultural factors than to biological differences. It has been suggested that in spite of physiological and environmental differences, the effects of environment may be derived from the conventions of society, the restriction in areas available and in types of play activity allowed. Girls have been more restricted in terms of extrovert behavior though perhaps less restricted in expressive behavior. They are expected to react to people rather than to things and expected to act out emotions or cry when hurt or disappointed. Girls are introduced early to the fact that society still prefers boy rather than girl children and, until recently to a double standard of sex behavior. The girl is also faced with the necessity for preparing herself for both domestic and competitive occupations with consequent conflicts.[5]

It is not clear that the early plateau in skill development and activity interest usually found in girls is the result of biological change, a lack of development, a lack of practice, a change in interest, a modification of role expectancy, or the result of a very clear recognition that excellence in sport in this culture has been primarily assigned to males as a right or privilege. In anxieties observed in tackling activities that involve the possibility of physical courage or hazard it has been postulated that society encourages fear on the part of girls and encourages fearlessness in boys. It has been clear that girls often express preference for activities that result in poise, slim figures or gracefulness while boys seek strength, endurance or skill level.[6]

Roberts and Sutton-Smith reported that in the group studied, there were differences in the training of boys and of girls. Boys were given higher achievement training while girls were given more consistent obedience and reponsibility training. He used these factors in a game preference prediction for boys and girls.[7]

Sutton-Smith et al. noted, "for puberty onwards, playing games and sports is predominantly a masculine phenomenon in this culture. Boys proceed from past-times into games, but girls by comparision do not. Games and sports are positively associated with the male sex role, but negatively associated with the female sex role."[8] Smith and Clifton 1962 found that males expressed more favorable attitudes about their performance, especially in skills requiring movement of the body through space. Females showed less favorable attitudes toward themselves performing skills requiring greater energy output and strength. They concluded that a real difference in self-concept may exist between the sexes that might be attributed to maleness or femaleness or to role attitudes rather than to ability or inability to perform at a high skill level.[9]

Studies of boys consistently indicate that personal physical skill, concern for athletics, and athletic ability are of great importance.[10,11,12] Strong found that games and performance were much greater as motivation for boys than for girls, though it should be noted that the competitive element may be the factor that is measured rather than the game and performance.[13]

Cruze noted recreational difference by age groups including the change in choice of companions for recreational actvities as a sequence of: same sex, heterosexual, and same sex in types of activities specifically identified with the male role, changes in types of recreational activities enjoyed by vigor or strenuousness required, and finally the decrease in the number of recreational activities that appeal to a single individual.[14]

Crow and Crow noted that "the kinds of recreational interests developed by adolescents and leisure-time activities in which they were likely to engage were determined to a large extent by available opportunities. The adolescent whose family enjoyed a better-than-average socio-economic status could develop interests and fulfill them to an extent that was almost...impossible for the adolescent whose parents are among the underprivileged.[15]

3. *Organized experience in movement adtivities with reference to simplified action systems, social and built in controls, and appreciations.*

Smelser and Smelser identified sport on the basis of three criteria: 1) For the most part, they do not differ from the type of activity displayed in children's play and games; 2) As the individual grows up, his or her attitudes change more than does the activity itself; and 3) Sport equals play as long as that is the attitude of the individual.[16]

Helanko noted periods of socialization as preceding the gang age and the period following the gang age, that each period had rather definite implications, and deserved consideration in understanding play activities. The first period seemed to coincide with what termed the yard-aggregation stage in which youngsters stayed withing the home boundary limit. Motor behavior was highly individualistic. In the play-game stage which followed, primitive groups were formed and some degree of solidarity was apparent. Within this group some sports and games were played with sacred and absolute rules. The gang age, usually including ages 9-16 years, involved groups relatively homogeneous in nature, with strong ingroup feelings and types of centripetal interaction. Clubs were formed, then the gangs, and then ball type games appeared.

The second division, according to Helanko, involves the beginning of teens. Solid groups still appear but are on the way out. In other words, gangs and gang clubs begin to dissolve. Interest in sports activities constitutes but it is now on a more individualistic base. The 17- to 20-year age group involving the post-gang period of socialization appeared to reflect two predominant needs: the need for reaching a social position and finding a partner of the opposite sex. These two needs colored other needs of youth. Leisure time activities as dancing and individual sports, which most nearly help the individual to meet the needs, appeared to be more frequently chosen. Individuals tended to meet in common places and pairs tend to ramble over the social field in a manner of floating molecules.[17]

Huizinga reported the nature and function of play most relevant to this paper. Play has space limitations. There are playing fields, courts, areas, boundaries, lines. Play creates order. "Into an imperfect world and into the confusion of life it brings temporary, limited perfection." Tension is important in play. Tension means taking chances. The player wants something to work. He wants to succeed by his own efforts. The rules of play are absolutely binding, and once rules are broken the play collapses and the game is over. The player who breaks the rules is a spoilsport. It should be pointed out that the spoilsport is not the same as the cheat. The cheat intends to be playing the game and still acknowledges the magic of it. "Society is more lenient to the cheat than to the spoil sport because the spoil sport shatters the play world itself."

Huizinga notes that games are social and that there is more than one player. The game is a drama in which action is directed toward performance for its

own sake. Game involves struggle and climax and may or may not have a winner of a loser. Rules of the game differentiate play from actual life and the game is impossible without the rules. They *must* be followed. Play provides an opportunity for self-expression, imagination, and success and failure which does not affect everyday life. It provides rules to follow unlike other rules which are often broken or which have exceptions. To *play* is to exaggerate and to objectify. In games, each person has a new role but it is neither social nor occupational. In fact, it is possible that the individual can achieve a degree of success in a role in a game that he cannot achieve in real life. In a game, in which one of the prime interests is the good of the game, a model for life involving sportsmanship, teamwork and fair play can be seen.[18]

Fried noted that one cannot study a game without knowing something of the society in which its variants are found. In fact, games are more than a reflection of other activities of life. They are in their own right a part of the life of a people.[19]

As a means of checking games and sports in terms of a social system the following may be of interest. A system has generalized ends or values, regulatory rules governing the pursuit of the goals, rules which are to be found in norms; individuals are organized into roles and organizations; utilization of available situational facilities, such as knowledge of environment, predictability, consequences of action, and tools and skills.[20] The generalized ends might be seen as fitness or sportsmanship; regulatory rules define acceptable play; roles and organizations involve teachers, coaches, participants and spectators, and differences are seen in the novice, the amateur, the semi-pro and the professional.

Huizinga comments on the loss of play quality in sports of today. He notes that the *game*, which is inherently moral and ennobling of players, seems to be giving way to the *spectacle* which is inherently immoral and debasing. Spectators begin to outnumber the participants and the spectator encourages the spectacular or the display.[21] The question perhaps should be posed: if play and display are precariously balanced in sports, what will be the character of sport and what will be its contribution once the balance is upset?

4. *Codified representation of values and beliefs in athletics, children's spontaneous play, dance, games, ritual and sports.*

Boyle notes that dance, games and sports are primary mediums through which man can project his aggression and learn to adapt it to the ethical values of his culture. "That the contestant in a game or sport can forego an accident to advantage and the spectator is cheering for it — that the loser can smile and congratulate his vanquisher — these are among the major achievements of the human race."[22] Years ago, Jesse Feiring Williams noted that ethical values which *might* be derived from sports and games were truthfulness, honesty, fair dealing, give and take, loyalty, modesty, courtesy, submission to group opinion, self-restraint, self-discipline, gentleness, courage and generosity.[23]

130

Maheu notes that works of merit based on sport either in form or substance are few, and further that sport has not been accepted on the same level as other cultural activities. He feels that this may arise from the fact that sports belong to the masses. He also described beauty in sports as lasting for only a fleeting moment. The appreciation of the fleeting moment, however, transcended all levels of culture.[24]

In this context, it should be noted that people value those things which their cultures value and each establishes his own hierarchies of value. Examples of value conflicts involving various dance forms, games and sports are numerous. The value placed on success on the one hand and sportsmanship on the other may lead to interesting situations. The coach and the crying towel may serve as another example. Girls may enjoy playing softball until they discover or are taught that girls don't play boys' games. Boys are brought up to believe that dancing is sissy. One hears that competition with other countries builds international understanding—but we had better lick the Russians. This undoubtedly expresses rather clearly and more succinctly than other types of examples the meaning of this fourth category.

Some years ago a student in a seminar reported that sports legitimately could be called a sphere of natural expression to the extent that sport was free of vested interest, to the extent that it was epitomized by informality, and to the extent that it served as a channel for *testing the limits of acceptable behavior*. He went on to point out that sport changed when it shifted from informal expression to a form of political competition, whether it was between colleges or between nations. He believed, with Huizinga, that sport was a business rather than a game in a sense of inter-university competition, that amateurism in the sesne of games pursued for love of the game rarely existed, and that participation was primarily directed toward establishing a "success" criterion. This rather bitter reflection was from a young man who had participated effectively in sports and athletics. At the age of 26 he began to question outcomes and motives.

It is unfair to leave this discussion on a negative base as such points are raised to heighten your curiosity because this is one of the most exciting, most far-reaching, and least understood areas in the whole field of inquiry. Certainly the implications of what we do and what we teach in physical education are barely touched by our current knowledge.

In conclusion, imagine if you will, the kinds of programs in physical education we might develop if we were aware of the significance of the experience to various ages of youngsters, to girls and to boys. Imagine the meaning of the experience of continued excellence in golf, or in bowling to the aging. What programs would we plan if we really understood the role of skill mastery in self-acceptance, if we really understood the nature of the effect of discontinuity in body image for the adolescent, for the middle-aged, and for the aging. What kinds of programs would we design for boys and for girls that would reflect the enormous range of human difference and value rather than

whether the particular game or dance or activity met our own personal needs of body security, or identity, or success. What is the meaning for sex role and human relations of "sissy," "men don't cry," "tomboys will never date," "if you beat the boys they won't like you," and you *can* escape by over-attention to the gymnasium and the locker room. What kinds of programs would we plan if we really understood the joy of achievement and the nature of play. What if we women really understood the nature of the communication opportunity afforded through sport that transcends class for men in our society.

This has been a too limited, and yet in some respects perhaps a too detailed, review of some aspects of sociocultural correlates. In the view from my bias, the opportunities for exciting and fruitful research are limitless; studies to date merely scratch the surface.

FOOTNOTES

1. Andie L. Knutson, Psychological basis of human behavior, *Journal of Public Health* 51:1699-1708, 1961.
2. David Krech, Richare S. Crutchfield and E.L. Ballachy, *Individual in Society* (New York: McGraw-Hill, 1962), p. 310.
3. Krech et al., *ibid.*, p. 311.
4. Andie L. Knutson, *Individual, Society and Health Behavior* (New York: Russell Sage Foundation 1965).
5. Anne Steinman, Joseph Levi and David J. Fox, A cross-cultural study: Women's attitudes toward career and family roles, *International Journal Health Education* 18:Oct. 1965.
6. Roy B. Moore, An analytical study of sex differences as they affect the program of physical education, *Research Quarterly* 12:587-604, Oct. 1941.
7. John M. Roberts and Brian Sutton-Smith, Child training and game involvement, *Ethnology*, 166-185, 1962.
8. Sutton-Smith, B.G. Rosenberg, and E.F. Moran, Development of sex difference in play choices during preadolescence, *Child Development* 34:119, 1963.
9. Hope M. Smith, and Marguerite A. Clifton, Sex difference in expressed self concepts concerning the performance of selected motor skills, *Perceptual Motor Skills* 14: Feb. 1952.
10. Lois Barclay Murphy, *The Widening World of Childhood* (New York: Basic Books, 1962), pp. 168-170, 234-236, 256-269.
11. James C. Coleman, Jack F. Keogh and John Mansfield, Motor performance and social adjustment among boys experiencing serious learning difficulties, *Research Quarterly* 34:516-517, Dec. 1963.
12. Paul Henry Mussen and Mary Cover Jones, Self-conceptions, and interpersonal attitudes of late and early maturing boys, *Child Development* 28:243-256, June 1957.
13. Clinton Strong, Motivation related to performance of physical fitness tests, *Research Quarterly* 34:497-507, Dec. 1963.
14. Wendell W. Cruze, *Adolescent Psychology and Development* (New York: Ronald Press, 1953).
15. Lester D. Crow and Alice Crow, *Adolescent Development and Adjustment* (New York: McGraw-Hill, 1953), p. 211.
16. Neil J. Smelser and William T. Smelser, *Personality and Social Systems* New York: John Wiley & Sons, 1963).
17. R.Helanko, Sports and socializations, in *Personality and Social Systems*, Neil J. Smelser and William T. Smelser (New York: John Wiley & Sons, 1963), p. 243.

18. Johan Huizinga, *Homo Ludens: A Study of the Play Element in Culture* (Boston: Beacon Press, 1955).
19. J. Fried, Games, *Standard Dictionary of Folklore, Mythology and Legend*, vol. 1, edited by M. Leach (New York: Funk & Wagnalls, 1972).
20. Neil J. Smelser, *Theory of Collective Behavior* (New York: Free Press, 1962), p. 30.
21. Huizinga, op. cit.
22. Robert H. Boyle, *Sport: Mirror of American Life* (Boston: Little, Brown 1963), p. 60.
23. Jessee Feiring Williams, *Principles of Physical Education* (Philadelphia: W.B. Saunders, 1964), pp. 328-329.
24. Rene Maheu, Sport and culture, *International Journal of Adult and Youth Education* 14:4, 1962.

People, Physical Education and Philosophy

ELWOOD CRAIG DAVIS

These remarks are divided into two parts. The first part involves indirectly, friends, acquaintances and passersby, at work and at play. A few others come from the printed page. Learnings have been gained from these people and generalizations made. Some of these ideas and experiences proved to be so significant they have become some guideposts for forming worthy purposes, treasured values and unforgettable relationships.

The second part will focus directly on some persons by name. A few of them are selected from a group of students who shall not be soon forgotten. Others are from among respected teachers I have had. Still others were colleagues. Two came from outside the profession. These women and men, in one way or another, "grasped me by the shoulder while there was yet time," as that delightfully profound French writer Exupery expressed it.

As the first part begins, a flag of caution is raised. It may appear at times that some comments are unnecessarily critical. This reaction by one who spent over five decades in his career is not unusual in any profession. Those who become aware of and who study the avowed intentions as well as the actual outcomes of their professions seldom are satisfied with what they find, even though they admit they were part of the overall picture. But, neither extremely critical views not the opinions of the ebullient optimists ever tell the story that history tells. Both extreme views fade, are softened, or even disappear. Human nature in the hands of history remains that — *human* nature. It seldom is as wondrous or as disappointing as contemporaries judge it to be. Yet, to me, it is both wondrous and disappointing.

There is another thing for which you probably should be warned. In this first part, quite a number of topics are not only dangerously brief, but they are superficially discussed. Worse than that, some of the topics which have been favorites of mine are not even mentioned. For example, one of these is the

bedrock importance of using principles in almost every operation in physical education as a profession. Another is the shameful failure of some self-styled philosophers in physical education who present philosophic concepts without using language that can be understood by most physical educators. This penchant for wanting to appear erudite before one's fellows through the use of technical and otherwise vague terminology was a device which bona fide philosophers during two millennia of "bad times" used when they needed something to assuage their feelings. Alfred North Whitehead, E.A. Burtt and Mortimer Adler are some of the more modern philosophers who have taken strong positions against this practice.

Each organization of human endeavor that has earned some permanence, such as each profession, has the same one common experience. It comes to know that some members have learned that they and their fellows failed to take full advantage of their professional heritage. One possible way to help the next generation avoid this loss is for the former generation to admit at least some of its folly, some of its mistakes and some of its blindness. "We learn by doing" is an outmoded shibboleth that misled generations of college students. Eventually, someone realized that human beings may also learn through their reasoning ability. Someone else also learned through the mistakes of others. About that time, the adolescent says, "Leave us alone! We have a right to make mistakes." They may not have the right, but they will indeed make their share—even as you and I! But the adolescent view quite misses the point. To deliberately make mistakes one knows are *that*, suggests that the presence of a condition most of us are unqualified to identify.

But, admissions of errors in one's efforts do not mean that there were no good intentions or even a success or two. The satisfaction, the challenge, the friendships and learnings have made it all so rewarding that it would be a pleasure to do it all over again. In addition, physical education has continually taken on new personal meanings. For example, one day one of the deans at Columbia University was overheard to say to psychologist Edward L. Thorndike something like this, "Why do these physical education people seem to be so genial? Does that field attract such people, or does being involved in it make them that way?" Dr. Thorndike's approximate reply was, "I don't know of course, but from observing them, both conditions seem to apply, for I too have noticed this same thing."

They were talking about something upon which both of them placed *value*, when it came to thinking about mature persons working toward advanced degrees. That is, this field continually uncovers values quite aside from the program of activities and the teaching of them. It is tied in with the living concerns of people. It also widens the meaning of philosophy, both fields being involved in the human venture, in the everyday lives of everyday persons. Or, as Mortimer Adler said the other day: One of the five conditions of philosophy, if it is to *be* philosophy, is that it be made a *public* enterprise. It is

tested in the marketplace of humans. It must make sense in the living of the human race.

But, all physical educators have not always been thought of as genial by everybody. For most of the last two thousand years and more, some physical educationists have been fighting real or imaginary adversaries, as the great causes of this field have been striven for or defended. It is not at all significant that these ends have changed several times over the centuries. It is *very* significant that each great cause was a Mt. Everest to those in physical education at each different time and place. Today we are still battling the preachments of dualism. We still have confrontation with some adversary, like that academician who looked down his nose at "the physical," unmindful that it takes "the physical" to look down the nose of even an academician, as some phrase maker put it.

One wonders if this inclination to "see adversaries" should be regarded as almost typical of physical educators as they are involved so frequently in competitive activities. Push this idea to another possible relationship: that of taking a given position on a controversial matter and doggedly persevering in it. "Ours, not to reason why/Ours, but to do or die!" Physical educators seem to discuss with difficulty. Their style seems to be to try to resolve issues the argumentative way. Having been on the defensive since the day when "he works with his hands," was a lable which put them a step below "he works with his brain," these practitioners have felt misunderstood. They have fostered their separateness. And, their shoulders have become bowed down with a load of heavy independence. In moments of rebellion they even have shouldered-off possible affiliations with medicine, psychology and sociology. Have they lashed themselves to the mast of extreme positions, persevering without even a tincture of empathy or a trace of tact? Some educational administrators, it is said, have felt that these physical education people "talked a good game" about *team play*, but did not practice it in helping carry the educational load of the institution. Was it necessary, in order to survive and to gain recognition, to use drawn swords against what seemedto be a multiplex of prejudiced forces? Would this field have floundered in a sea of stifled hopes if typical physical education leaders had not been willing to meet the opposition head-on?

Before pursuing this particular line further, in fairness to this field during the past 50 years, there were of course a goodly number who did not find it necessary to fight either real adversaries or straw-men. They might have been independent but they neither felt misunderstood nor engaged in self-pity. Too, there have been numbers of them who have known how to discuss without becoming trapped in emotional argument. And many an educational administrator has been lavish in his praise of not only cooperation, but also active leadership of men and women in physical education, in carrying even more than their share of the institution's educational efforts.

Part of this more positive side was made possible also by fighters who

avoided drawn swords. Physical education survived also because increasingly, if jerkingly, improved programs were offered. Under leaders like Catherine L. Allen, an appreciation by physical educationists of the urgency of public relations aided parents and others to understand better the good intentions of this field and also experience better physical education when they were in school. Although the success-to-date of the PEPI program took a while, we at last caught the PR idea.

Yet, not only is it clear that this profession has not yet arrived, but it also may not even be on the right road. Very badly needed are young men and women who have the moxie of their progenitors and also who are fine teachers. Two diverse additional abilities are crucial. These are the ability *to envision* and the ability *to strive* for still better great causes and better ways of trying to reach them. Severely challenging causes must be set up if the best efforts of the most capable persons are to be elicited. Anthill-size goals challenge ants. Ends which demand long, difficult climbing challenge men. Or, as Hesiod said it twenty-five hundred years ago, "Long is the road thereto, and steep and rough at first. . .grievously hard in the winning."

Another of our obligations is to assist participants *to learn* to tax their energies and skills to do their best—and then to ask, "Was that my best?" We should help them learn to go beyond their estimates of their own abilities. In addition, can we lead them to learn to discover some beneficial things for others—all by means of physical education activities? These challenges spark a related obligation. Some participants need to be motivated more to engage vigorously in activities or most of the benefits escape them. Most of the basic benefits, of course, come from placing stress on the bodily systems. Another well-known fact is that the principle of adapting and responding to stress spills over into other aspects of workaday lives of almost everybody.

The attitude of soft permissiveness which parents and teachers continue to disagree about, leads the misguided adult into opposing the stress principle. Does any biological or physiological principle or law run counter to the stress principle? American culture possibly has not yet heard, seen or felt the consequences of the violations of this guidepost, as parents and teachers (who drink too long and deep at the Well of Permissiveness) turn their offspring loose in a world that expects and needs something more.

Toynbee's observation is that in the study of the world's societies, two-thirds of them disappeared. They lacked something at the crucial time. What was that something? It was the fiber, the resolve, the energy, the determination, as well as the tools and techniquest, to rise up to successfully meet the adversary—whomever or whatever that might be. Their failure to survive was not that they did not change. Again, mere change is not the answer. Sometimes the fiber was there but the direction of the change or its timing or the way it was made, were off the mark.

In mankind's slowly evolving history, after he became Homo sapiens, few have been unaware of the inevitability and desirability of change. People in

physical education, like those in other professions, become divided over the advisability of change because of such concerns as: What are the consequences of the proposed change? How is it to be accomplished and who has the know-how to do the job? How long before the change will have been accomplished? There are times, however, when all of such concerns come out the right way—and still there are serious rifts between two or more groups. Some of them of course are never resolved or healed or even forgotten.

Some headway is being made among persons in some fields such as psychology and philosophy to bring together persons of opposite mind even though they, at first, are determined in the rightness of only their respective views. This process is so vital today that it is being used effectively not only in capital-labor disputes but also in international relations. This technique has proven effective if and when both parties are sincere in desiring a solution that comes nearest the truth, or promises the best outcomes for a great common cause, or for an entire organization's survival. Physical educators today might well spend some time studying this technique.

Not all change enthusiasts are prepared for that which they advocate. For example, change means that those affected will be expected to think and act anew, at least about some matters. And, change often brings not only revision but also revolutions and bitter confrontations. Again, if change is accomplished, the status quo crowd cannot be counted on to be defeated. The two conflicting groups can be pictured as two roads running at right angles, forming a crossroads. People line up on one road or the other. Frequently, during the impasse a third group forms. It stands at the crossroads, refusing to be pressured by either group. It bothers to take the time to weigh the consequences and perhaps to compare what seem to be the motivations behind the positions taken by the opponents.

It is this third aggregation who propose either a synthesis of, or a compromise between the two opposing views.This has not always occurred in physical education. Sometimes, the majority has reacted in a way judged to be "typical." That is, they jumped into a decision without deliberation, if they wished to be thought of as men and women of action!

Further, some important decisions this profession has made have been unnecessarily wide of informed common sense. We have seldom sought the assistance of eminent leaders in fields outside of physical education, vital to a pending decision. For example, a certain world-renowned psychologist was essentially a friend of physical education in his own way. It was he who once said, "Physical education consists of arms, legs and good intentions." Immediately, he was branded an adversary. At the time, apparently, we lacked the imagination to realize that in his sly way he was encouraging this profession to stop making exaggerated claims and start producing. More than once, his knowledge and judgment were needed later on.

A somewhat similar kind of blindness was demonstrated in the cases of two

scientists-turned-philosopers, J. Robert Oppenheimer and Alfred North Whitehead. Both of these great men, each in his own way, had at different times warned against the attempt by a practical arts field, such as physical education, to "intellectualize" its essence, its content. To do so is to dissipate and distract the attention of and the dedication to the unique contribution which such a field can make. This sort of effort, to downplay the essence which is physical education, was not discernible until the past decade or two. It seems to be coming on stronger today. The phenomena which can be intellectualized with great benefit to physical education are such considerations as the main purposes, large-scale values, and ethics of this field. Not all efforts of the intellectualizers are, however, in a direction that promises to weaken physical education. Many of them have taken strong positions favoring increased quantities of highly respected research. If there is anything that physical education needs in its drive to become recognized as a discipline, it is this very emphasis—more and better research. The past decade or two have seen a fine beginning in this direction.

Shall we pause for a moment to remind ourselves that in this first part, a few of the ideas, beliefs, practices, efforts and viewpoints which have marked this half century are being briefly presented. Even such an incomplete and superficial account may be helpful to those who later may wonder about what some of us thought were a few of our mistakes, shortcomings, aspirations and obligations.

Those of us who have spent a great deal of time in teacher preparation are more responsible for the negative results than any other one group. And, although it is a fact that those in other so-called teaching fields face the same kinds of failures and ineptness, the picture in physical education has been quite dismal. The only saving token may be the fact that, in perspective, the outlook today reveals progress. For that matter, things were so bad five decades ago, the only direction teacher education could go was up. More specifically, there still are many holes in the dike that need to be plugged, or a new dike constructed. We have not even learned how to help others learn to teach! If surgeons and engineers during their professional preparation years had used the same plan generally used in teacher preparation, how long would the public have stood for it? Why is it that there has been but 1 percent of the great teachers of the world who ever had a course in "How to Teach?" These giants are supposed to have in their possession what Rudiger calls "the *knack* of teaching." What have we done about finding out precisely what that is and then how to acquire it.

There are several squashy areas in teacher preparation that must be at least mentioned before continuing brief discussions of one or two others that need elaboration. One squashy area is the fragmentation of the content of physical education into more and more specializations at the undergraduate level. Another is the proliferation of professional organization at the national level, even dividing the time, money, effort and thought on a sex basis. Still another

is the vast duplication within almost all states of college department offering physical education as an undergraduate major subject. A fourth is at the doctoral level, in which men and women receive the terminal degree as narrowly educated as any specialization in any profession, with some aspiring "leaders of tomorrow" coming successfully through the doctoral experience with one stipulation as he seeks employment, "I don't want anything to do with physical activity." These examples have been briefed here as a group because they have arisen in rather recent years to challenge those who will soon be the problem solvers.

Another gap in the accomplishments of those in teacher preparation in physical education is shouldering off the responsibility of teaching for social and moral behavior. Some men and women physical education teachers today report that this is a lost cause, so neglected is it in the home-life of youth today. Yet, throwing a lateral pass on such a crucial matter does not gain yardage. What has happened is a widespread gradual weakening of the attempt to tackle this problem. But even the man in the street expects physical education and athletics to be the fields where social and moral standards are learned. Yet, this is part of the responsibility of all teachers of youth. Yes, this breakdown is almost a worldwide phenomenon. But, what does physical education offer? Is no countering blow delivered? Where else, among all of the environmental impacts upon the young, can they more clearly see the importance of such standards? Where can such concepts be more easily generalized?

This is but one reason Mark Van Doren said of teaching, that it is a horrifying responsibility. Perhaps that is one reason it is so difficult to evaluate teaching. Today, higher education is in the midst of another cycle in this evaluation business. This time the devices are more promising than ever. Yet, when a question is asked about their validity, no voice is heard. And perhaps as disturbing is the question one seldom hears. What of the timing? C.H. Judd conducted a five-year study of the best college teachers selected by their peers. Each of them was evaluated in all of his or her classes for two weeks. Judd's main conclusion was that in most cases it would be unfair to judge excellence in teaching until 10 years after the teaching took place. That is, few seeds planted today come to flower tomorrow or even next week.

Before valid teacher-evaluation devices are invented, the experts may well start developing ways to evaluate the learner. Undeniably, part of the excellent teacher's success involves the student's desire, will and ability to learn that which is taught. Yet, part of it also depends on what happens when the student does not want to learn. Sometimes vital things that must be learned are quite dreary and wearisome. The coaxing carrot in front of the mule works a good deal of the time, but sometimes the clubbing cudgel from the back is an essential. That is, the student at times needs to use sustaned application. Huxley said life's most important lesson was that about half the time one has to do things he does not want to do and which are not interesting. And yet, there remain those supreme artists of teaching who "teach Sanskrit, the

deadest of the dead languages, as though it were a series of hairbreadth escapes."

It is not only good but it is challenging to know teachers like that, or that there are such. In the period of time I know about, physical education has had its share not only of excellent teachers but also its share of leaders. This label, "leaders," is a difficult one to pin on contemporary persons; yet, a half century later most of them emerge quite clearly for what they are. These are the ones, it seems to me, who did not take their colleagues and students on short journeys over smooth terrain. Instead, did they not undertake the rugged, long marches toward the mountain peaks? But this did not mean that all of them were motivated by having the overall welfare of the profession in mind all of the time. It was when the field was in a time of troubles that they and the lesser leaders were tested. There seems to be an ability on the part of some to know when to, at least temporarily, put aside smaller goals and switch all of their abilities and resources toward those ends that are vital to the profession's significant improvement or survival. It appears to be typical of the lesser leaders to continue their sole concern with self-selected smaller goals. And if this observation is accurate, it is also they who continue to disagree as to the profession's major purposes and its large-scale values, even during a time of troubles. And most of these lesser leaders during such times apparently genuinely believe that this is proof that democracy is at work, as their behavior reflects that watchword "diversity."

Today, the guess is hazarded, we are in a time of troubles unlike the usual kind such as when physical education is threatened or the state legislature eliminates public school and state college positions in physical education. Yet, what of the genuine confidence, the ready cooperation and support, and the deep respect which physical education elicited from millions of parents, members of other professions, other taxpayers and politicians? Diversity as to professional ends, diversity as to where physical education is going, diversity as to master values, is a *luxury*. It is something that fits "in season," not when unity is crucial. When a family, a nation, or a profession is in a time of troubles, the battle is not going to be won by having the generals ride away to all points of the compass trying to find the adversary. Those leaders who are solely concerned with secondary goals at least might consider that even in a time of troubles there are occasions when these lesser matters may be pursued as long as the larger good for the larger number is the primary center of effort and emphasis. But diversity in the profession's paramount purposes is today's tragedy and mischief which keeps us, in a time of troubles, running around from nowhere to nowhere. Some appear to regard this as a sign of being dynamic.

Why did we not learn from the events and experiences in the profession's yesterdays? For example, William G. Anderson, M.D., was asked how he happened to call together, in 1885, the physical educationists who formed the AAAPE. This was his paraphrased reply, "Almost all of us thought we were

'leaders.' We were individualists with a capital 'I.' We thoroughly enjoyed it. We rode alone. In our pride we rode high in the saddle. In another sense each of us was a captain of a ship—*his* ship. Each of us decided *the* direction he would take. It was the *only right* direction. But afterwhile, I noticed that the public began to lose confidence in us. Each of us had the right answers. The trouble was we disagreed. It was clear that the time had come for us to unite and pull together. This meant a change of direction."

There have been several times in the history of American physical education when, in a time of troubles, most of the men and women reached agreement as to major goals and united their efforts to get there. The first time has just been mentioned. The second time was when Clark Hetherington; Thomas D. Wood, M.D., and J.F. Williams, M.D., began to promote the Natural Program of physical education. It took about 15 years before effective unity and agreement were accomplished. A third occasion was when C.H. McCloy and W.L. Hughes spearheaded the effort to transform the APEA into the AAHPER. Although some of us opposed closer affiliation with the NEA, once the decision was reached, the ranks closed behind these two leaders and active cooperation was effected very soon. There are some who think that the current (1974) plan to form an alliance of fields of related interests will prove to be another time when we become unified and work for a great cause yet to be identified. Time will tell. The test, or course, will be the impact of the consequences upon physical education, its personnel and its clientele.

A legitimate question might have been asked several minutes ago: "If things have been so negative, what did you and your contemporaries *do* in the meantime?" There are a half dozen, roughly chronological examples of our attempts. (1) We tried to imitate our professional ancestors and came up with too little, too late. (2) We set our expectations higher for both the profession and for ourselves, and failed to reach them. (3) We listened to the pragmatists and tried to be more realistic, making estimates that we *could* reach, and were ashamed of the results. (4) We then turned to the "try harder, longer" method and found the leaders in disagreement over what to persevere for and about. (5) So, we became more philosophic and asked ourselves, "What is of most worth striving for?" and found the leaders in still greater disagreement. And, (6) we pilfered a sentence from a psychology textbook and were reminded that intelligence is the ability to adjust to situations. We then found that most leaders were concerned chiefly with their own personal selection of goals and personal schemes as to how, when and what was the best way to adjust. With a few exceptions, is this about where we are today? Likening physical education to a ship that is built to go somewhere, there are quite a number of captains and first mates. All of them have at least one hand on the helm; few of them agree on where the ship should go. There are conflicting hands on this helm.

If the question, mentioned a moment ago, had been, "If things have been so

negative, what *should* you and your contemporaries have tried?" hindsight suggests that perhaps we should have doggedly insisted on there being a meeting devoted to at least the major purposes of physical education. And if there were time, we could then attack such other fundamentals as the large-scale values, our relationships with certain other disciplines and eventually a code of ethics. Then, ways of accomplishing them could have been delightfully different. As Gandhi and other men-of-the-mind have said, "There are many ways up to the mountain peak." One of the things that sometimes appears to be typical of many of us in physical education is that the main concern is with the "how to"—"typical" because we are in a field whose modus operandi is performance in physical activity. If that is the case, perhaps the suggestion a moment ago of what we *should* have done would not have proved to be fruitful after all.

Certainly one fatal flaw that could have been avoided was as fundamental as is agreement on the master purposes of the profession. Those who selected committees to spend a year or more on some project vital to physical education's improvement apparently did not make sure of two things: first, that members of a committe not have vast differences in their abilities to identify major needs of the profession in its role in the social order at the time and, second, that committee members have somewhat similar abilities and resources to ferret out the possible future which is just around the corner. In almost all instances over these five decades, it appears to have been regarded as extremely important that committee personnel be representative of geographical location, age range, sex and that sort of thing. The crux of this practice is a little like a favorite saying of philosopher Henry Suzzalo, who also was president of the University of Washington. It was this, "Hanging enough votes on a plumber does not make him a statesman."

After some of the things that have been said up to now, one wonders how physical education was able not only to survive but make some noteworthy improvements. If we back away to gain some perspective, several things come into focus. The first is that as we look at the overall effort—condeminable and commendable—the thing that is impressive is that the commendable strivings outweigh the others. And who was it that made these contributions? Was it not those top-grade leaders and next level leaders, together with their followers, and those who have gone before, who have helped build the totality called physical education? And not to be bypassed among the leaders have been those unnumbered ones who produced ideas which may not have been picked up by the doers for years afterward. And there are also the leaders who led quietly, but who showed the way for hundreds and thousands of students. Another thing which perspective gives us is that physical education is still a-building. The totality called physical education is in the process of being completed. It is made up of fragments—some large, some small. But, because it is part of the whole picture, each fragment is important. Thus the lesser goals, the secondary pursuits which have been called to task, as long as they

contributed something directly or indirectly, are worthy of acknowledgment and appreciation.

Still another product of perspective is that these lesser goals and seldom-recognized gains should be given ready encouragement and full support during times when physical education is not in a time of troubles. This is the time to be excessively different, to jump on bandwagons, to be imaginative, to be even uncooperative in 'the crowd's doings.' to be free to give rein to creativeness, and to be speculative. There must be these kinds of nourishing "in season." Even in a time of troubles the abilities of the creative person are needed if they are directed toward the survival and progress of the profession, its personnel and clientele.

Perspective also shows at least one additional thing that applies here. As one may be able to give some fragments to the progress of physical education and the improvement of human beings, let him take time to savor these accomplishments as he sees them adding to life's meaning. But, at the same time, let it be hoped that he also considers that it is the striving that counts most—it is the effort that counts, as Lecomte du Nouy worded it—it is the journey, the quest that one should also savor, and is its own reward.

Shall we now turn to Part Two where we shall meet some of the persons who have brought meaning to my view of life, enriching and enlarging it.

For a good many years I have been increasingly aware of the great debt which I have owed to others, from the beginning and to this day. Great good and good fortune have come my way. This acknowledgment and deep appreciation of this unpayable indebtedness starts with my mother. That account will ever be in default. The person who first gave me a fleeting but lasting glance at the meaning of a professional person was head of the women's physical education department at a college where I was head of men's physical education and athletics. My chief interest at that time was in athletic sports. Nevertheless, the tactful, persistent appeal to look for the larger picture eventually prevailed. This person was Miss Kathlen Skalley. She is now, and has been for over 40 years, my wife. Her charm, interest, confidence, intelligence, inspiration and devotion have meant more than all else.

The first man I wish to acknowledge is Jesse Feiring Williams, M.D., my major professor at Columbia University. As the graduate assistant in the department, I saw him in many differing situations. His remarkable ability to write a page without stopping the movement of the pen across the page, his great ability as a lecturer—such things impressed all who knew him. But, it was something else which had impact on me. One was his basic wisdom in counselling mature students with personal problems. The other was his fearlessness, his intellectual and academic courage. That sort of fortitude was needed as he helped Thomas D. Wood, M.D., launch the Natural Program of physical education. That sort of fiber also was needed when he resigned 12 years before retirement age, as he fought for a principle.

Another pioneer whose contributions have been wide and deep is Mabel

144

Lee. She was twice president of the Academy. Like Dr. Williams, she was also president of the APEA. It was not until I served on the Archives Advisory Committee of the AAHPER, during her years as archivist, that other of her abilities became apparent. For me, her impact has been a combination of her intelligent adaptability combined with her perseverance and her deeply-dedicated and many faceted service to the profession.

Shortly after World War II, William Ralph LaPorte asked me to join his staff at the University of Southern California. I had worked for years with him in the CPEA, as it was then called, and had taught in his department for summer sessions before World War II while I was at Penn State, so I knew the caliber of man he was. I also liked his setup at USC and the staff members there. In addition, he was a man of ideas and appreicated ideas. But the things which most impressed me were his integrity and administrative ability. In a thousand difficult situations, one could count on his moral and ethical soundness. This, together with his genuine concern for the welfare of others, all combined to make this able, bright, gracious, humble gentleman, a man of great stature.

I would now like to bring Ruth Abernathy into this circle. She is one of two, in the past half century, who served as president of the AAHPER for two consecutive years. Few have served the profession so ably in so many different ways. Having known her since the Columbia Univeristy days, certain other of her attributes come through. One of these is her deep understanding and compassion for others. The keenness of her mind and her insightfulness, together with her wonderful sense of humor, are other facets. They have combined to make her a most interesting person and an effective personality. She takes life in stride and she meets what life brings to her door with finesse. She is one of those persons of whom it is said, "She doesn't have a care in the world!" One of the supreme compliments to one who has had her share of experiences that test.

Twenty years before going to the University of Southern California, I met a man not unlike Ralph LaPorte. It was at the University of Chicago. He was director of Student Health Service and a professor of health education. His name was Dudley B. Reed, M.D. He was No. 10 in the Academy and had been president of the APEA. It was my good fortune to take some of his graduate courses. Later, I became better acquainted with him in the CPEA. It was through these associations that, without knowing it, he helped me learn to *see*, and to hold things in perspective, to keep life balanced, and to avoid putting the label of importance on unimportant things.

During the recent years when AAHPER searched for a way to change its overall structure, I recall the years when the APEA was busy with all its hands trying to become AAHPER. One of the top leaders in that effort was W.L. Hughes, known by all of his friends as "Bish." Here was an even-tempered man, a quiet, careful worker, a patient individual. Such characteristics were needed in those years of high feelings as the transformation task moved along unevenly. Without Bish and his qualities, the changeover probably would

never have been made. He had a deep belief and faith in the need to synthesize the efforts, resources, abilities and aspirations of people toward a worthy goal.

The other man who took the lead in that transformation task was C.H. McCloy—almost the opposite of Bish in appearance, temperament and personality. The reason that AAHPER might have been accomplished without Bish Hughes help is that "C.H." possessed a bulldog determination mixed with a quick, logical mind. Through the years, his abilities came to the fore both in the Academy and AAHPER as well as a civilian consultant for all branches of the military services during World War II. Here was one of the most dedicated men I have known and one who pursued his goals in the face of any obstacle or discouragement.

One source of my learnings, of course, came from students. One of these is now the head of women's physical education at the University of Arizona, Donna Mae Miller. During her graduate student days at the University of Southern California, she demonstrated a positive attitude and outstanding ability as she pursued and completed the doctorate. Soon after going to the Arizona position, the NAPECW invited her to tackle the task of planning a new publication for the profession, which this organization decided to initiate, with the cooperation of the men's college group, the NCPEAM. I was asked to help in this venture which some of us had been merely talking about for a couple of decades. I was glad to serve as co-editor with Dr. Miller as editor. After producing four monographs of *Quest* over a period of two years, together with three years in preparation, it was time to pass the task and the torch to someone else. About this time, Dr. Miller was invited to become an active fellow in the American Academy of Physical Education.

Shortly thereafter we were asked to serve as co-editors of an Academy annual publication which had lain fallow several years. We called this one, *The Academy Papers*. Again, five years have slipped by It is time now to let someone else row the boat. In the meantime, Lea and Febiger requested a new revision of the *Philosophic Process* textbook. During these years of working with Dr. Miller, I was struck with her organizing ability, her ideas, her ideal of quality and of scholarship, and with her ability to express herself on the written page. She was invited to co-author the new edition. I shall be ever grateful for these opportunities to work with this capable, intelligent, highly dedicated woman.

Another former student is now my boss. Glenn W. Arnett is chairman of the Department of Physical Education and Athletics at California State Univeristy at Northridge (former San Fernando Valley State College). In 1964, Dr. Arnett invited me to join his staff for a year, as I had completed a couple of years beyond retirement at USC. I now have spent nine one-year stands on this campus and as a full-time and part-time lecturer on his exceptionally fine staff. During these years, I have had endless opportunities to observe Glenn in action. I admire him for the way he has placed and kept the intercollegiate athletic programs operating on a healthy, reasonable, successful basis. I

admire him for doing the same kind of thing for the athletic conference of which CSUN is a charter member, and he is one of the founders of the CCAA. Those who have tried to accomplish either one of these objectives know what an accomplishment it is. I respect this man for his leadership as his department moves ahead in new ways and adopting new, sound ideas, but at the same time avoiding the fads and bandwagons. And this is no small attainment in this day when bandwagons are covered with the glitter of tempting tinsel. He has had my esteem and respect since the days when he carried a full-time job as supervisor of health, physical education and recreation of San Diego County and at the same time carried a load of study as he pursued the goal of the doctor's degree. I take off my hat to this strong, able man who has the moxie to put skill and character into action.

Important parts of my philosopy of teaching in physical education have been influenced by Minnie L. Lynn, one of my first graduate students at Penn State. I shall never forget one summer she was taking a course dealing with the various scientific methods as they applied to physical education. One day she asked a pointed question which led to my initiating, the next year, the first course in the philosophy of physical education, and later this led to the first book on the philosophic process as it is related to physical education Later, she earned her doctor's degree at the University of Pittsubrgh, her dissertation being an excellent analysis and synthesis, as she spelled out the great emphases which physical education had experienced since the beginning of early man.

Dr. Lynn went on to become president of AAHPER, an active fellow in the American Academy of Physical Education, a dean of a college embracing physical education and related fields, a recipient of the Luther Halsey Gulick Medal for Distinguished Service, to mention but a beginning of her contributions and honors. Her vast belief in the potentiality of her fellow man was developed to a greater degree than in anyone I have ever known. She was a person of ideas and a rare ability to express them with charm and sensitivity and effectiveness.

It is students such as she, the others I have just presented, and the one I am about to introduce, who have brought a strange mixture of humility and pride. They have developed greatly as professional persons and as human beings. They have gone on to make contributions to the profession which outreach anything that most of us have done.

Finally, it also is with pride that I would like to make J. Tillman Hall a part of this special group. He was my first doctoral candidate at the University of Southern California. We thought so much of him that a few years after he was awarded the doctor's degree, Dr. LaPorte invited him to take our most important position. Ten years ago, the staff selected him to become the Department's chairman, a position he has filled with skill and honor to the University, the department, the profession,and himself. He completed three years as the Southwest district's national representative to the board of directors of the AAHPER, and is serving that organization now in other

capacities. I am particularly grateful to him for the many, many hours which he has spent during these present years demonstrating his expertise in processing all of the audiotapes of the recipients of the Gulick Medal and the other selected leaders. His impact on me is tied to my longtime admiration for what is sometimes called the self-made man. Tillman Hall exemplifies that collection of traits that when focused on a goal—perhaps years ahead—drives and pulls a person and shapes him into being the builder of an excellent professional person, a fine citizen, a real man and a loyal friend. But here's the part of it that has most impressed me. Tillman Hall is his own man. It is he who has done it. I therefore close this message with my deep respect for, admiration and pride in such as he.

148

Hanna Annals and Chronicles: A Sequence of Experiences

MINNIE LYNETTA LYNN

The centennial year of the American Alliance for Health, Physical Education and Recreation in 1985 will be the century anniversary of Delphine Hanna's appointment and her challenging year as the first official instructor of physical culture at Oberlin College, in 1885.

At this eight-fourth convention of our Alliance, it may be of some interest to note that approximately 70 years ago Delphine Hanna presented a paper at the annual meeting of the Association for the Advancement of Physical Education here in Detroit in 1903. Entries in her 'Personal Journal" and her "Diary" carry the memo, "I took my seniors with me to the Detroit meetings, to introduce them to their professional Association, its meetings and affairs." Many years later, one of those seniors veered from our topic to volunteer her own recollections of the adventure. She concluded her story with the remark, "We knew that Dr. Hanna foresaw pertinent experience for us at that conference, since we were about to enter the ranks of teachers, but we knew she would expect us to grasp the connections with our own teaching next year." To pilot senior students to a Detroit convention, approximately two hundred miles distant from their campus, may seem foresighted now, but I would guess it was quite a feat in logistics then. However, such off-campus ventures were typical of the variations which Delphine Hanna introduced to her students; she was quite convinced that knowledge and experience also were invaluable to students in "the outward life" beyond the college classroom. Notably, the experiences did remain significant to her students, for they recollected them vividly and saw many of her innovations become their own practice.

The semi-biographical trail leads one to the discovery of Delphine Hanna's life-long patronage of the cultural arts—theatre, symphony, opera and dance. These likewise were shared and encouraged when opportunities on campus or

149

in Cleveland were available. Her personal files h.ld treasured mementos of these and of her wide travels. Her keen memory and continuing attendance at the arts and lecture series in her retirement provided delightful interludes of conversation in our interviews.

Miss Hanna's penchant for careful observation resulted not only in an awareness of explicit information to be filed in her very active mind, but also detection of unexpected or unusual elements which fired her curiosity. Her own concepts and convictions were thoughtfully examined and re-examined, whether they were the products of her own theories or those expressed by the authorities of the day. Evidently these traits emerged early, for it was quite apparent that she made her surroundings a laboratory of exciting discovery, or a challenge to solve problems, or to formulate principles essential to the shaping of education, or the conduct of its wide-ranging domains and the operational detail.

Born on Saturday, December 2, 1854, a blustery, wintry day in the village of Maarkesan, Wisconsin, Delphine Hanna was a maternal descendant of Sir Andrew Chadwick and a paternal descendant of Lieutenant Isaac Hanna who fought in the American Revolution. Delphine was the only child of Juliette Chadwick and John V. Hanna. Of her childhood, she recalled most clearly the eager anticipation of her first year in school and the constant excitment of learning each day. In due time she was reported bright, diligent and obedient:

In 1860, prior to her tenth birthday, an epidemic struck the rural region. In some of the homes several members of the family were ill at the same time. The Hanna household was stricken. Delphine was critically ill, but the illness proved fatal to her mother. Following a tediously slow recovery, the child came to live with relatives in Fairport, New York. In 1874 she had completed her course and had graduated from Brockport Normal School, now the State University of New York at Brockport. Now she was to become a teacher as she had always meant to be. She found an opportunity to teach in the Monroe County schools, and except for two years 1878-1880, when one of her inquiries in the West brought an offer from Ottawa, Kansas, which she accepted with characteristic expectation, she completed her first decade of teaching in New York State in her hometown. However, for several years she had been pondering what course she wanted to follow. Becoming aware of the Physical Culture movement, she read some learned articles about the theories of several proponents. As the school year ended in 1884, she was even more distressed to observe that the declining health and lack of vitality of her pupils, which had concerned her in the past as the winter months reduced attendance in her rural school, was now even more discouraging. This time she wrote in her "Journal," "I have become convinced that something will have to be done to better the physical condition of both teachers and pupils."

Not long after that, she read an announcement that the popular lecturer, Dio Lewis, was giving a summer course at Martha's Vineyard. This would be a chance to talk to him about her concern for the health and strength of the

children in her school. Suddenly she made up her mind that she would enroll. When she arrived, she found the lecturer was rooming and boarding at the same place where she was staying. She came to know him well. When she asked him where she might find a school where physical education was taught on a scientific basis, she was shocked when he replied, "You don't need a scientific basis; people want to be humbugged."

When the course ended, she returned to Fairport. After a few weeks of teaching, she went to see her principal and asked for a leave of absence. The principal endeavored to dissuade her; then, realizing her zeal for education and knowledge in a new field, he granted the leave, but with a note of regret added, "But you are a teacher in a million." This was an accolade she was to hear often from college students and professors who admired the "simplicity and the clarity with which she imparted the thorough knowledge she possessed." At these times, she frequently gave the credit to her Normal School training and experience.

The idea of entering the two year course at Dr. Sargent's private school in Cambridge, Massachusetts, was very soon a reality. Eleven other young women were registered in her class. Her "Journal" included a neat record of the names of each of them. In retrospect, Miss Hanna recalled Dr. Sargent did not always appear, perhaps for several days, but when they sent for him at Hemenway Gymnasium, he came at once, remaining over-time discoursing on profoundly interesting theories of physical education. She thought it quite possible that Dr. Sargent had long since observed they were quite competent to proceed unsupervised. Nearly all of this group had some teaching experience and seemed stimulated with the opportunities to be on their own. Delphine Hanna was certain this was so, and she made the most of each of those occasions.

With no skeleton or separate bones available to the anatomy class, Miss Hanna would go to a museum to stand before a skeleton in a glass case and with her notebook in hand, she made drawings and studied for the course. But she insisted that the physiology course was the most demanding and she had to study heavier than in any other course she encountered later. She averred that she passed her medical school examinations at the University of Michigan three years later on the vast knowledge she had acquired in 1885. Her notebooks were masterpieces and were well preserved 50 years later.

A check with the Registrar of Boston University in 1936, it was confirmed that the curriculum offered that year was, indeed, the two-year course, and hence qualified young women for the two-year certificate. Several, among them Delphine Hanna, completed the full course in one year and received the two-year certificate. The registrar volunteered the observation that, "Miss Helen Putnam of Providence, Rhode Island was the other member of the class who became well known." If you were to review the list of vice-presidents elected at the famed Conference of the Association for the Advancement of

Physical Education which convened in Boston in 1885, you would find Helen Putnam was one of them.

Upon completion of the course, Delphine Hanna moved into Boston to be available to enroll in evening classes at the Currie School of Expression. Professor Currie was her instructor in "Delsarte Principles of Poise and Balance." He, in turn had studied with Steele McKay who had been a pupil of Delsarte in 1868. It was Miss Hanna's firm conviction that the Delsarte principles of poise and balance were most valuable in her practical work. Later she had the poise lessons printed on individual cards and offered classes which she taught to students in the teach training course, and others in the general program who requested to enroll. After years of teaching she remarked, thoughtfully, "Poise was not the right word, posutre, properly conceived as a basic aspect founded on scientific principles always to be refined, should attain such qualities as grace, balance and flow of movement."

Another disclosure of the Hanna spectrum lay in her treasured programs shared with enlightening nostalgia and appreciation. From these weeks in the Boston complex came such memorabilia as pictures and programs of Damrosch in his first season with the Boston Symphony Orchestra; and there were, of course, the favorites Lohengrin and Tannhauser. There also was a wide selection of opera, and most cherished—"the never to be forgotten Henry Irving and Ellen Terry in 'Twelfth Night'."

The summer was passing all too quickly, and she was even more intent upon her conviction that physical education must be based on scientific principles as well as upon philosophical concepts. She sought an opportunity to work with Dr. Bradford in orthopedic practice and diagnosis of spinal curvature. Paid for at five dollars an hour, which was steep, she undertook the interesting but exacting work. She insisted it proved to be the soundest grounding for an intensive period of work later with the renowned orthopedic physicians, Drs. Lovell, Goldwaite and Brackett.

As the opening of the school year approached, Miss Hanna determined that she would find a position in September through which she could serve the needs and well-being of many more children. The training of teachers seemed to hold that promise. She applied to each of eight normal schools in the state of New York. Few of these appeared to have even fair substitutes for an adequate gymnasium. She visited one where a gymnasium was to be completed during the year. The men said she was too old to be considered. She was approaching her thirtieth year. Having pursued a plan she refused to be enticed by $700 and $800 offered by several public school principals. She announced, "I have put a thousand dollars into this work—I want to see what there is in it."

She began at once to trace colleges known for their ideas and ideals with evidence of translating them into action. She was steeped in theories and findings of an exploratory year and she was prepared to test and invest her efforts in putting sound ones into practice. Among the colleges to which she

addressed her letters was Oberlin College in Ohio. Her letter to Professor Chamberlain was to elicit no answer, since he was at the time on contract as visiting professor on another campus, she learned later. Lizzie Buckland was at home in Fairport, New York, having completed another year at Oberlin just prior to the summer acation. She advised Miss Hanna, "I know they want someone. . . . write to Mrs. A.A.F. Johnston, the Principal of the Women's Department of the College. . . .she is looking for a teacher." An immediate reply came in response to that letter. Mrs. Johnston wrote, "We want someone, but we have no money; however, I am going through Fairport soon and will stop to see you"—and very shortly she arrived.

In a thesis for the degree of Master of Arts at Ohio State University, Dorothy Niehus, an Oberlin graduate, suggests an interesting set of coincidences which seemed to transpire thereafter. The thesis, under the title "The Development of the Physical Education Programs for Women at Oberlin College since 1837," was directed by Professor Gladys Palmer, and was completed in 1942. In Chapter I, Miss Niehus hypothesizes:

> The establishment of the women's department of physical training seems to be based on a series of "happenings." It "happened" that the Oberlin women had a good gymnasium floor, in spite of the fact that it was too small for many uses. It "happened" that Mrs. Johnston knew Miss Julia Dickinson of Fairport, New York. In turn, it happened" that Miss Dickinson knew Delphine Hanna, a girl in her Sunday School class. Miss Hanna, a grade teacher, had been so impressed with what she learned of the physical needs and disabilities of the girls under her charge, that she resolved to devote herself to the physical training of girls and women. . . . It was unusual for young women to follow a professional career and she had difficulty finding a position. . . .

Actually, it was not hard for Miss Hanna to find a teaching position in the elementary schools to which she had given a decade of service. She was, indeed, more concerned about the girls, but to a less degree about the boys, in terms of overt evidence of their asthenic status of vigor and health during the long winter months. The dropouts from school during the year occurred much earlier and the onset of weariness had appeared more devastating in the girls of early school age.

Miss Hanna knew that her study and experience had been thorough and most authoritative, and she was challenged to proceed with her concept of "scientific principles" in physical training. It was her wont to link conviction and effort to serve purposes, and it was her observation that women teachers in the schools and mothers in the home might well find a solution to the problems, if training were available. Here then was a need, and perhaps the best prospect of action to deal with it.

Mrs. Johnston did go to Fairport, spending the night with Miss Dickinson, who, on hearing the report that the desire to offer a position to Miss Hanna was to be thwarted by unavailability of funds to pay a salary, proposed that

she herself would offer to pay the salary. She would also wish to give Miss Hanna the sum of $300 for needed pieces of equipment. or means for the purchase of other instruments essential to launch a new program on the scientific basis which Miss Hanna was prepared to undertake. This was seemingly prophetic for, as the years passed, Delphine Hanna's faith in the contribution which her chosen profession could make, as well as her demonstrated capability to achieve ends sought, won monetary support on most occasions when funding was not possible by way of college financing, which then, as now, was limited. So what seemed to "happen" in the initial stages was but a staging of a perceptive and resolute woman, who would arrive at Oberlin College in the fifteenth of September, 1885, to give professional direction to the fledgling program of physical culture.

At the time of Miss Hanna's arrival in 1885, an exuberant reporter on the *Oberlin Review* staff filled a front page column with congratulations to the young women of Oberlin College on the appointment of the highly qualified Miss Delphine Hanna, to direct the program of physical training. A detailed description of her preparation and experience was accompanied with persuasive appeals to take advantage of this great opportunity so long neglected, or intermittently promised but only temporarily undertaken, to the dissatisfaction of all students. Mrs. Johnston was preoccupied with the major concern of getting students enrolled and housed on campus or in the village. Miss Hanna chose to busy herself with exploration of the addition to the Ladies Hall where she was told her gymnasium site would be. She found a two story brick structure with a gymnasium measuring 44 by 22 feet, two music rooms and dormitory space for a dozen or more women students, which she learned would provide her accomodation, as well, at this second floor level. The first floor was in great disarray, with all manner of discarded or long forgotten equipment both student and college owned. She set about cleaning and getting the place in order, while her thoughts struggled with the staggering problem of undertaking classes in this place which was utterly devoid of a single bit of evidence of readiness to be put into operation.

Undaunted, the new instructor made a quick survey of the building and mapped the order of her personal undertakings for the next few days, for it was imperative to begin the work with students at once. Young men students dropped by to see what was happening and in some cases gave a hand, while Miss Hanna sought to find a handyman to assist her. Some of the male students asked about prospects of classes or activities in which they might enroll, but it was obvious the tasks at hand were too overwhelming. The handyman had removed the crude drawings from the walls and thoroughly cleaned the room of the pile of oats and the broken furniture, and laundered the dirty red curtains which hung limply at the entrances to five dressing stalls.

Meantime, Miss Hanna organized what she could find that might be useful and ordered a few pieces of equipment after seeking Dr. Sargent's counsel and ideas on placement of chest weights, horizontal bars, and hand equipment in

her cramped quarters. During the early weeks she spent Miss Dickinson's donation on the equipment for examinations. Guided by her instructions, the handyman, with her help, made some of the gymnasium wall pieces and bars. He told someone nearby, "She knows how to order things just like a man." The dynamometers, measuring rods and spirometer did yeoman service that year including use in the examinations of 125 women who were placed in class groups during that first year.

These developments and the signs of organized activities in small outdoor spaces near the building again attracted the interest of the college men. Two of them were quite willing to undertake laying out a tennis court under her instruction. Thus it was that Luther Gulick and Thomas Wood helped install the first tennis court in town. They, and others in large numbers, continued to ask if there was any way Miss Hanna could arrange to teach classes for men. Her time was totally taken up with her assignment and the custodial chores of the building, even to keeping fires aglow at night and oil in the lamps by day. But it was decided that she would take a class of approximately 12 men who had been selected and would agree, in turn, to teach classes or conduct activities in the frame gymnasium for men on the nearby campus. She had spent the money Miss Dickinson had given her very carefully, but it was soon gone; she had used some of her own and had to borrow. But she was getting things done and the student response was admirable. Even the fire in the adjoining Ladies Hall in November, which had almost totally destroyed the building that year, had been a serious deterrent, though self contained. Zealous firemen, knowing the value of fine wood, had rushed in to the gymnasium to chop out the equipment moorings. This equipment had been hand-tooled. Much of the furnishings hastily moved from the burning building found haven in the gymnasium for several weeks. Yet the program prospered and all that had been done won support and acclaim for the indomitable young woman who had recently arrived to prepare instruction in physical culture in the year 1885-1886.

In 1936-1937, as I prepared my thesis, "An Historical Analysis of the Professional Career of Delphine Hanna." I received the following response to my letter to Dr. Thomas D. Wood, M.D., Columbia University. An excerpt reads:

> I am sure that Dr. Hanna gave valuable, constructive instruction and influence both to Dr. Leonard and Dr. Gulick. The same statement is true with reference to myself. I may say further that my own view of the importance, possibilities and future of physical training, or physical education as a vital branch of education, in general, was very largely opened up by Dr. Hanna's instruction and conferences we had with her... I believe that her influence was of very great importance, and it may have been really a determining factor, at least in my own formulation of plans for study after graduation from college, for my specializing

as far as possible toward the study of medicine and specializing in physical education, during my undergraduate days.

The small volume written by Dr. Fred E. Leonard carrying the title, "Pioneers of Physical Education," reports that Luther Halsey Gulick was taking some courses in the College Department in 1885, though severe headaches had made it necessary to reduce his classes in the preparatory school the previous year. Dr. Leonard writes in some detail of Dr. Gulick's recollections of Dr. Hanna as they were related to him. From other sources as well, it would appear that Gulick found Miss Hanna's discussions in the philosophical vein most inspiring and his own thinking was stirred markedly. Quoting from his conversation with Dr. Leonard, he expressed it in this fashion:

> The advent of one of Dr. Sargent's graduates, Miss Delphine Hanna, had brought to our minds in a more vivid way than ever before, that there really was such a thing as scientific teaching of gymnasium genuine body-building. We had both been very much interested in the gymnastics and athletics of the college, had identified ourselves thoroughly with all the work that was going on in these lines and had read as far as we were able, what had been written on the subject.

Gulick ruminates about their enthusiasm for the chapter entitled, "What a College Gymnasium Might Be or Do" in Blaikie's book, *How to Get Strong*. Even then, Gulick was at one with nature and spent hours in all seasons, if possible, in the great outdoors. He and his roommate, Thomas Wood, took long hikes through the woods pausing, where there was a view, to chat about how they looked forward to physical training and the new developments that were occurring on their own campus. "That day," he remarked, "was the turning point for both of us.... the glimpse that we secured has remained..., a prophecy of the work each of us was to do."

In a letter she wrote in 1929, one of the annual letters she wrote for more than a decade after retirement to each of her graduates and the seniors each year, she noted:

> To go back to the class of college men, the two members you will be most interested in are Drs. T.D. Wood of Columbia and Fred E. Leonard of Oberlin. You see I must have had conviction to have influenced these men to go into it as a life work.

By 1892, the Teachers' Training Course was listed in the college catalogue and was expanded to grant certificates to the graduates at the end of a two year course. Prior to this, in fact as early as 1886-1887, Miss Hanna had arranged to prepare a few young women, who had college degrees or normal school certificates, on a one-year course in physical training; this was with consent of the College, but not at that time identified as a college course. It turned out that it was Lizzie Buckland, who had encouraged Dr. Hanna to write a second letter to Oberlin, who completed this course in the spring of 1887. By 1898, though open to women only, the course was increased from the two-year certificate plan to the four-year program of study leading to the degree of

Bachelor of Arts. In 1904 the program was reorganized and on October 25th, that year, the general faculty of Oberlin College approved the opening of the "Teachers' Course in Physical Training for Men" as well, and the trustees voted approval the following month.

President Ballentine, in his Report to the board of trustees in 1892, as did his predecessor, attested to his support of Dr. Hanna's concept and endeavors in physical training. In part, his statement submits, "... The educational world has come to recognize the fact that a college must care for the body as well as the minds of its students — 'Mens sana corpore sana' is an ideal now scientifically wrought out." It was a strong statement, doubtless prompted by Dr. Hanna's "Report to the President" which in some detail enlarged upon the physical training program in this light — "Classes have been graded for the first time this year, and altho' we have made only a beginning, we are looking forward to more systematic classification in the future." She was never one to overstate the long strides she made in development of the department. It was at that time she had completed her medical degree at the University of Michigan Medical school and, as in the past, she had invested her knowledge and experience in thorough-going advancements in the program.

Periodically, the Director of the Physical Education Department for Women took leaves of absence not only to study and keep abreast of the times, but to preserve her health and strength, and offset a persistent sequela of a childhood illness. At these times she always brought to her post a highly regarded physician-educator. In 1903 she went to Colorado Springs to rest and recuperate for an exhaustive term ahead. Dr. Elizabeth Newcomb had agreed to serve as Acting Director. Miss Hanna had been working for months to complete the exhibits which had been requested by the Educational Exhibits Committee of the Louisiana Purchase Exposition scheduled in the spring of 1904. One of the exhibits was the program copy of the four-year degree program, which she had left with the printer, including the revised aspects, after careful study and trial. The second exhibit was a display of comprehensive scope, showing the research that had been done at Oberlin under the direction of Dr. Hanna, comparing the feet of the non-shoe-wearing people of the world, and those of people accustomed to being shod. This display included illustrative styles of shoes and types of foot-coverings in various times and parts of the world. When she would return to the campus, these would be in order for shipment to the Exposition. The exhibit was awarded a Silver Medal of the Louisiana Purchase Exposition.

Delphine Hanna always found return to study to be an exhilarating phase of her recovery and rehabilitation. Both had begun to take effect. Characteristically, that year she went to the college at Colorado Springs and enrolled in a short term psychology course. She had long been interested in the growing contribution made by this new science. She remarked to me almost 40 years later, that had psychology been well founded in higher education in her early years she would have been prompted to pursue it in a deeper concentration in

post-graduate work. It was patently clear that Dr. Hanna sought knowledge, not degrees, as she pursued her life-long study. However, degrees were merely a gratuity in her well designed plans for enlarging her perspectives and informing her wide intellectual range. In addition to the medical degree and post-graduate study in medicine, she earned the Bachelor of Arts at Cornell University and the Master of Arts at Oberlin. Letters were filed in the department file at Oberlin in which the Oberlin official chairman of the Honorary Degree Selection Committee wrote Miss Hanna in 1901 informing her that the Committee had selected her to receive the "Honorary Master of Arts" degree, but in checking the records found that in no instance had it been granted to anyone who had not earned the A.B. degree, to date. He wished to inquire if she would accept the degree as recommended by the Committee. He must have known her well. She would be granted the A.B. degree at Cornell at the same commencement season, but with no reference to this, she apparently declined the honorary degree. She was integrity personified!

Delphine Hanna made significant impact on students, particularly for the exciting ways in which she linked learning, knowledge and experience in practice, and in later years, they spoke of their clear recollections of profound discussions of related theories, concepts and principles that were applicable to their later study or teaching. She expected them to think clearly and work diligently and she constantly gave them opportunity to prove themselves in their capacities as teaching aides in college classes or in the schools. It was in this role that she went to the meeting in Columbus, Ohio where representatives of schools and colleges from various regions of the state of Ohio were called together. A self-constituted committee arrived in Columbus, the state capital, on the evening of March 29th. They were there to carry out a resolve to organize an Ohio Physical Education Association. There were pressing problems to be resolved. From the outset there was a tone of urgency in the crisp statements — one sensed a near crisis. Many of those present were young directors of school or college programs, some were graduates of Oberlin College. Time was of the essence. In coming months, these persons would be responsible for a similar meeting in their own areas of the state to rally physical training teachers in support of their programs.

Both young Fred Leonard and Miss Hanna were members of the self-constituting committee and charter members of the Association which was destined to evolve in Columbus that day. As we look in upon them the group's attention is riveted on copies of "House Bill No. 457" which pertained to requiring instruction and practices of physical training in the common schools of the first and second class and certain institutions of physical culture.

Among newcomers just arriving, one could frequently hear the question, "Wasn't that Bill No. 457 passed in 1892?" The answer was repeated often that day, "Yes! ... this Act of the Legislature was passed on April 13, 1892" ... but as of 1895, unless some action is taken to put it into effect in our schools and institutions, the Act itself will be nothing more than a suggestion, with little

prospect of fulfillment. Discussion in small groups followed until lunch was announced. Then the nominating committees handed out ballots for the election of officers for the newly created Ohio Physical Education Association. The Constitution Committee reported, the format was discussed and adoption ensued. Dr. Fred Leonard was elected president and took office at once. In the session which followed, it was proposed that this official body "...present claims for physical education...at the up-coming annual meeting of the Ohio Teachers Association," . . .which would convene for their 48th annual conference in Sandusky, Ohio in July. It was further agreed that the Ohio Physical Education Association should prepare several sessions, as an official part of the meetings, with three speakers, one of who would be the president. Each would address the assembly on the "Place of Physical Education" in the schools, colleges and the community. Discussion forums would be planned, as well, and Dr. Leonard was authorized to make the arrangements.

The "First Annual Report of the Ohio Physical Education Association" was published in Oberlin, Ohio in 1896 and edited by Fred E. Leonard. It was comprised of the reports of the Sandusky meeting, the regional meetings of physical training groups, the aforementioned session in Columbus and a full page printing of the program of the Ohio Physical Education Association at Sandusky.

With rumors of the organization of an Ohio Physical Education Association, and a drive to establish "House Bill Number 457" in process, students preparing to teach physical education upon graduation from Oberlin College were at once alert to the movement and its implications for them. When the Annual Report was released, they were eager to know what was in it, and where copies were to be available. A good question! As was her practice with pertinent periodicals and appropriate professional reports or news sheets, Director Hanna would have arranged, along with her membership subscription, a second subscription to be made available at all times to students in their library in the Gymnasium. With the contribution of funds by John D. Rockefeller for building the ice-skating rink in 1894, and the additional floor space which it provided for activity classes in the fall and spring, it had been possible to construct some faculty office spaces, and the director's unit with adjoining library facility; all aspects of the program had been expanded. The reading room for students was small but quite well used. When an instructor or professor departed from the campus, her collection of periodicals and reports was donated to the library and made available. My copy of the Ohio Physical Education Association Report of 1896 was one of these. It is yellowed and still has the "original scotch tape" along its spine, a token of the innumerable readers who eagerly sought to acquire full information about their Association. I believe that my copy was a legacy from Nellie Spore, a graduate of the Oberlin department and later Director of the Department at Mount Holyoke College in Hadley, Massachusetts.

The first decade of the twentieth century saw the pace of change quickening

on the Oberlin campus and in the departments and programs of physical education. Student interests shifted to growing participation in sports, camping and outdoor recreation. They formed their own organizations and raised money to support them and provide or improve the facilities needed. Officials of the college and students alike placed priorities on the needed swimming pool and a modern, ample gymnasium for women. Dr. Hanna was on leave to study at Cornell in the college year 1900-1901, but she was well in touch through an able acting director. The Teacher Training programs for both men and women had been approved in 1904. New acquisitions centered on laboratory equipment, sports and recreation field spaces and an outdoor basketball court. Student organizations were flourishing and in January, 1904, the Women's Gymnasium and Field Association was officially organized and approved. It is reported that the name of the organization was carefully guided to give a more refined character and scope to women's athletic activities in the spreading athletic movement and trends. The newly formed Association, referred to as GFA, introduced campus-wide tournaments in tennis, and contests in skating, for singles and doubles entries. One of the prized photographs of the day caught Drs. Hanna and Leonard skimming over the ice in a mixed doubles demonstration.

But by 1906, the skating rink, the gift of John D. Rockefeller, was being remodeled for year-round provision of larger gymnasium space for the women's teacher training and general physical education classes, as well as floor space for their sports. The Hi-O Hi yearbook reported permission, granted to the GFA, to raise $5,000 to buy and equip an athletic field for hockey, soccer, softball and archery. Student sponsored activities to raise money went the gamut of drives, pledges, class gifts, alumni projects and fund-raising, and surveys conducted on campus showed the majority of students were involved. A silver cup was awarded in the skating contest and the Women's GFA presented a large Oberlin banner to the Men's Athletic Association during the football season. By 1910 the GFA had over 600 members.

A large acreage was purchased on Lake Erie for a campsite. Dr. Hanna had carefully nutured this plan, had toured possible sites and selected one to be presented for the trustees' approval. But the driver of the carriage in which she and her secretary were riding, while Dr. Hanna dictated the descriptive details and assets to be highlighted for the trustees, wired a realtor in California advising him to take an option on the lake-front land. Nothing could deter Dr. Hanna, she began all over again and selected another site. An admiring anonymous donor, a man from Cleveland, gave $10,000; the alumni, well seasoned in funding projects for sports and field facilities, became active; and with an added plan to sell selected lots to Oberlin College faculty members, the enterprise got underway. The camp was to serve the Teacher Training groups in annual camp sessions with units to prepare them in camping skills and counseling and to increase their interests in nature, wildlife preservation and the waterfront activities, including canoeing.

In the remaining years before her retirement in 1920, Dr. Hanna took more frequent leaves for part of a year, while Dr. Helen Cochran, a graduate of Oberlin and of the University of Cincinnati Medical School, was serving as Acting Director, in readiness to assume the directorship for which she was being groomed. Years before retirement age, Miss Hanna had purchased about six acres of citrus land in Florida, and she retired in that vicinity in 1920. The untimely death of Dr. Cochran in 1923 brought another Oberlin graduate, Dr. Gertrude Moulton, from her post as the head of Health Services at the University of Illinois, to assume the directorship.

In pursuing my study and preparation of the thesis, "An Historical Analysis of the Professional Career of Delphine Hanna" in 1936, I visited daily with her in her home in Coral Gables for part of each day. She was recuperating from a recent illness, but talked with me over a period of ten days, sharing her vast and well-ordered files, in part. Once again, it was my privilege to join Dr. Moulton on a brief trip to see Dr. Hanna in 1937, after completion of the thesis and awarding of the degree. Miss Hanna was in declining health in a sanitarium in Castile, New York, which was headed by two of her medical school classmates. She spent the time in her usual alert interest and conversation about the happenings in the world of the day and of the years at Oberlin. That year, 1937, she had returned to the campus at Oberlin to participate in the Centennial of Co-education, pioneered in 1837 in that small college in Ohio. As a pioneer of preeminence, she rode in the parade in full academic attire with Dr. Gertrude Moulton, the Director of the Department of Physical Education for Women, greeting graduates and friends throughout the route of the parade, in fact, welcoming them, even joining them in the celebration of a century of women enrolled in coeducation in the pioneer college.

Dr. Delphine Hanna died at the age of eighty-seven on April 16, 1941 at Castile, New York — very nearby was beautiful Letchworth Park which she had loved and through which she had hiked since childhood. Referred to as a scientist, a pioneer in higher education and physical education, a scholar, physician, community leader and patron of the cultural and community programs and services, she was honored, renowned and remembered best by her students and others whose lives she touched.

When I asked permission to write my thesis, her first response written on a post card read, "I do not want my biography written, if my work was worthy it is still in progress." It was, indeed, worthy! And it is your heritage! Is it still in progress?

161

The Real Meaning of Physical Education

ARTHUR H. STEINHAUS

I had the privilege a few years ago of going around the world after I was in Japan for 10 months and I made an observation which gave me a little concern. Almost all over the world, physical education is at the bottom of the educational totem pole. People have a tendency to look down upon us. I think this is entirely undeserved. But what troubles me even more is that some people in physical education are themselves possessed of an inferiority feeling. They say, "I only teach physical education." This is entirely unnecessary. I think we have, as physical educators, opportunity of making probably the greatest contribution to mankind of any of the disciplines on the ordinary college, university or high school faculty.

It is in this direction I want to talk to you a bit today. In fact, I have a feeling that we, ourselves, are probably responsible in large measure for the fix we are in. And this is probably due to the fact that almost everywhere I find that people begin to think of themselves as teachers of activity. I teach basketball, I teach volleyball, I teach swimming. Swimming is not physical education, dance is not physical education, Swedish or German or whatever gymnastics—that's not physical education—that's physical activity. Physical education is that which sees, in measures, insuring bodily health and the right kind and amount of motor activity an avenue of approach through which the whole individual may be influenced for good in mind and character as well as in body. It employs the word physical to denote the means and not the end. This definition which was originally inspired by Leonard of Oberlin polished up a little bit by McKenzie and Raycroft is I think still the best definition we have of physical education. It is not the activity, it is the use of the activity to make boys into men let us say, to help people become more useful citizens, to help people fulfill their lives. It does not take a college education to teach

swimming. I dare say that most of you have taught people to swim before you came to college. It does not take a college education to teach baseball or basketball, although college might make you a little better teacher. Why waste four years to become a basketball teacher? A golf pro need not more than a high school education and he probably teaches golf better than most college professors can do. The teaching of activities is not your end in life. But to use activities for a greater purpose—that takes a college education, that takes an understanding of people, that takes an understanding of the effects of activities on people. This is a man-size or a woman-size job. And that's how I would like to challenge you, as thinking of the real meaning of physical education. And I would say that not all people who are physical educators in that sense of the word sometimes call themselves that way.

I had a second grade teacher who I think was a Physical Educator in the real sense. Every once in a while she would say, "Children stand up, reach for the ceiling." I'd try and I didn't always make it. And she'd say, "Jack be nimble, Jack be quick, Jack jump over your seat" back and forth and then we sat down again. She had a kind of instinct about things I think which took me a long time as a physiologist to catch up with.

You know the heart is a wonderful organ. In the course of a day it puts out something like eleven tons of blood. Now most people don't have that much blood so the same blood has to go round and round and round. Now the heart can push it out, but the heart can't get it back. Now as you sit here today, you're going to get tired listening to me. This is not muscular fatigue, this is a kind of central fatigue, due to the fact that as you sit still, there is not enough blood going to the brain. So you get a kind of tiredness because of a slow lack of oxygen, not enough circulation to the brain. I don't know whether my teacher knew this or not but somehow she had learned that if she got us out of our seats and made us contract our muscles, move up and down a little bit, something happened to us.

It was Professor Growman at John Hopkins University back in 1918, I think it was, who developed what we might call a bloodless method of determining how much blood the heart puts out in a minute, minute/volume determination for those of you who are learned. And so it was possible you see to take the output of the heart as often as you want to, without interfering too much with the individual. He did this experiment. He had a fellow lean completely relaxed against a wall, moving as few muscles as possible. While he did that, while he was in that position, the man's heart put out 4.1 liters of blood per minute. Then he had him flex the forearm in this fashion, twice a second like this and the output went up to 5.8 liters per minute. Then he had him flex his side and leg in this fashion, just once a second and the output went up to 7.8 liters per minute.

So as I have gone through these gyrations here before you, I've virtually doubled the output of my heart. You see, the heart depends upon muscles

driving the blood back to the heart. The heart cannot drive the blood back. All it can do is push out the blood that comes to it and muscular activity drives the blood back to the heart. So if you want to yawn a little bit or stretch or wiggle around a little bit, you're complimenting me, you're trying to stay awake while I'm talking. And you see this is what my second grade teacher somehow knew. You see, she saw us wiggling a little bit. You see this is nature's way of getting circulation and since we all wiggled at different times, it was distracting to her so she had scheduled organized wiggling periods. We wiggled together; we sat down together. And this is, you see, using physical activity for a much greater purpose. It is called the refreshing value of exercise. Just a little activity and you feel fresher because circulation is increased. This is of course the purpose of the seventh inning stretch. This is why every good radio program has to have a belly laugh every three minutes to keep the audience awake. Muscular activity keeps you alert.

Sometimes, of course, you'd like to tie a thing like this up with advertising but you don't dare mention any trade names in an audience of this kind, but visualize this situation: It's about three o'clock in the afternoon, a girl's been typing and she just can't take it any longer. She leans over and gets a dime out of her purse. She goes down to the end of the hall. Here's a huge box, green trimmed in red or the reverse of colors. She looks for the slot, the thing is sold out. Now if she's thirsty, of course, she can get bubbly, there is usually a bubbly there for water. She should be thankful because even the advertiser has told her it is the pause that refreshes. And you see, this she has had.

I think one of the strangest phenomenon and most unrational is what we call the coffee break. You know, where you come back twenty minutes after that ten minute break supposedly, and then you go to the toilet on company time. It doesn't make much sense really. I saw motion pictures taken in Europe some years ago in a telephone company. A bell rang, the people got up in the aisle and did exercises. You don't do that here because the unions would get after you for requiring extra work of people. But nowadays they have gymnasiums in industrial establishments in Europe, people go upstairs and get a little exercise. That really would make sense. That is getting the refreshing value of exercise. That would make a reasonable coffee break instead of going from one small room to a still smaller one and smoking cigarettes awhile and then come back and you're supposed to go to work.

Movement would be much more sensible. By the way, movement is really a law of life. Have you ever had this experience? You wake up in the morning something like this, after the rain, sun is shining into your window, window is open, a little breeze comes in and you feel just wonderful. But you look at the clock and it's only six o'clock. It's a little too early to get up so you go back to sleep again. Half hour later, brrrrrr—that ring goes off and you wake up and you feel more tired. Another half hour of sleep and you feel more tired, now does that make sense? Now if we had observed you carefully, they would have found that in that last one-half hour before you woke up that second time, you

must have slept very quietly. And they would tie strings on the bedsprings and all night long they make a record of your movement and they find every 10 to 15 minutes you make some kind of a move. Now you don't have to tie the strings on the bedsprings. You wake up some mornings and you find wrinkles, carbon copies of the bed sheet wrinkles on your face and chest and you say you slept like a log and you feel like a log. It doesn't make sense in a way that sleep itself is not refreshing, but sleep with movement is refreshing. So the most restful sleep is a slightly restless sleep. And after exercising, it's even more important to keep on going. Imagine a horse lying down after a race. It's only the high school boy winning the mile, falling usually in the crucifix position, who has people make over him.

An experienced runner keeps on running. I saw Keith Tyson, that was in 1936, who won the marathon, you remember. He came into the stadium long before anyone else was around after running 26 miles, 385 yards. He didn't stop running (they wanted a photograph, but he ran an extra lap, another quarter mile). Then he ran and got his slippers and ran out of the stadium. People thought he had forgotten how to stop. In reality, he was a wise man. They have made studies of this kind. They have found for instance that if after exercise you lie down quietly, it takes longer to get rid of the lactic acid in your blood than if after that same exercise you keep on running around a little bit. Now you don't have to make the lactic acid test. If you want, try this sometime: Starting in the basement of a three story building, run to the top as fast as you can and then flop down on the chair or the floor, and see how long it takes before you begin to feel comfortable again, before your heart gets back to normal and before you breathe normally. The next day (you can't do this twice in one day) run up the same flight of stairs and keep on going back and forth and I'll guarantee you'll feel good much faster. You'll return to normal much faster if you keep on moving. Why? Because the continued movement of muscles drives the blood back to the heart, more to the lungs to pick up oxygen, more back to take care of the lactic acid that accumulated in your body. This was first demonstrated by Dr. Dillon, in the Fatigue Laboratory at Harvard where he actually showed that the return of lactic acid to normal is much more rapid if you keep on exercising than if you flop down without any activity. In other words, movement is necessary to recover.

Maybe you remember the story of Pheidippides. It was in 570 B.C., I think, when the Persians invaded Greece. And the little Greek Army took a stand against the Persians on the Plain of Marathon and won that event. That's one of the turning points in the history of Ancient Greece. The Greek general was much praised and became famous because of that battle. But after that battle, he decided he ought to send a message to Athens. Now there was a fellow in the Army called Pheidippides. He was quite a runner. And the general said, "Pheidippides, come here. You run to Athens and tell the fathers (the bearded gentlemen in the square) that we won the battle." So Pheidippides ran cross country. He got to the square in Athens and said, "Rejoice! We won!" And he

fell down dead. Now it's been a mystery, you see, why he died. Now today, I'm explaining it to you after all the hundreds of years. If he had kept on running he probably would not have died. But he stood still. And because he stood still, the blood didn't come back to the heart. He must have died of cerebral anemia. Now it was worse than just being tired, he actually didn't have enough blood to the brain to keep on going. They measured that distance, you know, from the Plain of Marathon to the square in Athens and that has become the standard distance for the marathon race today and people don't die now, they keep on going like Keith Tyson who kept on running. That is probably one of the big differences between Pheidippides and Keith Tyson, and the present marathon runners. Keep on moving after exercise and you recover more rapidly all because of the tremendous effect on circulation of contracting muscles. And you see somehow my second grade teacher knew something about this and she was using physical activity to keep us alert in the classroom. This is using activity for another end, not as an end in itself.

If there were time, I could talk to you about many ways in which physical activities are useful to man. We could talk for instance about the development of strength. And I could tell you about our present knowledge which runs something like this: that in order to make a muscle grow in strength, you must load it, make it work, a little more than 40 percent of what is normally its maximum. Let's say your maximum pulling power is 100. If you start pulling 140 or 150 or 160, that muscle will grow and get larger and therefore increase in strength, anything over 40 percent becomes what is called "overload" and therefore stimulates the muscle to greater activity. Or another way of saying it, you are normally operating at about 1/3 of your maximal strength and as soon as you get above that third, 40, 50 or 60 percent, then the maximum also goes up. Or we could point out too, for instance, that if you keep on exercising, if you're rather weak to begin with and the first week you might increase 11 percent in strength and then that percent that is increased gets less and less and less until toward the end you may only increase 1 percent a week until you reach your own ceiling; or we could point out to you that in order to increase in strength the fastest way you would have to contract your muscles maximally once a day. And as we know now, not only once a day, but probably between 5 and 10 times a day will make you stronger to a greater and higher level than if you do not do that.

So we do know a great deal about strength, we could also tell you what's happening on the inside of the muscle. We could tell you, for instance, that as strength exercises makes muscles larger, they do not cause more fibers to develop, but rather are responsible for making the muscle fibers already present grow to their maximum size. Then we could point out to you that there's a maximal size to which the individual muscle fibers can grow. And we could tell you for instance that since you are born with a certain number of muscle fibers (we don't know exactly what that is but it varies from person to person), that all you can do by exercise is make each small muscle fiber reach a

certain maximum, and that is a ceiling for you. In other words, you have not an unlimited possibility for growth and strength, but rather you are limited by your inheritance, or your heredity.

Take for instance the dog world. We have the St. Bernard dog, we have the greyhound and we have the Mexican "Hairless." Now the Mexican "Hairless" can do a lot to make himself a better "Hairless" let us say, but he can never become a St. Bernard. We are definitely limited. One morning my sociology professor who lived in my building in Chicago said, "Arthur (big voice/little fellow; little dog/you know, big bark), what can a man do so he can 'fill out' a little bit?" I looked at him and I knew what was on his mind; he was standing next to a "St. Bernard" and he was a "Hairless," you see. There's a definite limit. Now he may be in better shape as a "Hairless" than I am as a "St. Bernard" because he's reached his maximum.

Size itself tells you nothing because this is a matter of heredity, but how well have you developed yourself to that point is the important question. And after all, size is not of such great importance in this world. In this world of automation, in this world of small flying machines, maybe the little man has much advantage over the big man if he's got the brain to push to right buttons and whatever goes with the computer business. And so as you think of these young boys who want to buy the right set of dumbbells from Bob Hoffman's *Strength and Health* magazine, help them to understand that there are limitations. And these are the kind of facts that physiology has brought to my attention which helped me to understand these things and work with people and make them understand their own limitations and help them and inspire them to do what they can to become as useful and as effective as they can be. After all, if your job is to deliver telegrams, you do not use a ten-ton truck to do what a motorcycle will do. And much of our jobs in life are motorcycle jobs rather than ten-ton truck jobs. A man's strength and endurance in this kind of thing should be adjusted to his daily work.

If we turned another page we could talk about the effects of exercise on the heart. And we could tell you for instance about the ways exercise changes the way in which the heart performs its work. We could talk about stroke volume and we could talk about heart rate. We could tell you an experiment of this kind. In order to put out a certain amount of blood, let's say 5,000 cubic centimeters of blood per minute (that's five liters), the heart can do it in one of two ways very diagrammatically. You could put out 5,000 cubic centimeters of blood per minute by the heart beating 100 times a minute and putting out 50 cubic centimeters with each beat. Or you could reverse that and if you could get out 100 cubic centimeters with each beat, the heart only has to beat 50 times per minute. And this is the difference between the trained and the untrained athlete.

The heart puts out the same amount of blood in both, but it does it with a different ratio between stroke volume and heart rate. The heart that can beat

slowly and put out more blood with each beat obviously has a terrific advantage over the heart that has to beat often and puts out a very small amount of blood with each beat.

This is the major difference between the heart of a trained and untrained athlete. Now why is there an advantage in having a slow heart? The heart is a strange organ. It does not take a vacation in the summertime, two weeks off, *luckily for us! It has to beat from beginning* to end; about the last thing you do is hear your heart beat. After that, things go off. It, the heart, sneaks its rest between beats, between every beat it takes a little rest. This is the only way in which the heart gets a rest: between beats. And I did a little calculating one time and it ran something like this: if you have two hearts, one that beats 80 times a minute and another that beats 60 times a minute and it puts out the same amount of blood (because remember the heart beating 60 times per minute might put out more blood for each stroke), the difference between those two beats (80 a minute and 60 a minute) in the course of a year is: 2 weeks of rest. In other words, if your heart beats 60 times a minute it gets a two weeks' vacation more than the heart that beats 80 times a minute (by sneaking a few fractions of a second). You see between every heart beat, add them all together.

This is probably the great advantage of a slow heart because only when the heart is at rest can the wall of the heart fill with blood. When the heart contracts it squeezes its own wall and no blood can go through it. When it relaxes between beats, then blood goes through the wall of the heart. A fellow who speeds up his heart rate by smoking cigarettes, you see, takes that vacation away from his heart. A difference of 20 beats per minute will make that difference. So we could talk a great deal about the way in which exercise improves a person's endurance by affecting the heart. And you see this is *using* exercise for other purposes, not just as exercise for its own sake but to make for, let us say, greater fitness.

We could go on and talk for instance about the fact that exercise postpones the signs of aging. A man who keeps up his activity will for a longer time react as a young man before he becomes the old man physiologicaliy. This has been pretty well established. There is good reason to think (although we're not exactly sure about it) that exercise actually will postpone or prevent heart attacks. It looks reasonable. I don't think we can be as positive about that as we can about other things but there is pretty good evidence for it. So you have under your control, you might say, ways of helping people to live longer, live happier, live more useful lives, because of the ability you put into their bodies to live more effectively.

But I would like to direct your attention in other directions, ways which we do not think about so often. We commonly think about the things I've talked about thus far. But in recent years we've become more and more conscious of the fact that the muscular system is not only a great motor organ, but is also

168

your greatest sensory organ. We probably do not think of our muscles as being sense organs. The average man has about 40 percent of his body weight in the form of muscles, the athlete about 45 percent. And this huge mass of muscle hanging on our skeleton is not only the great motor organ to move the body, I think I could defend the position that it is also our greatest sensory organ because scattered between the muscle fibers, there are sense organs—these are the muscle spindles. I think every physical educator should be acquainted with these muscles as sense organs as well as motor organs.

I'll try to point out to you why I think this is important. There are the sense or the muscle spindles. There are the golgi tendon organs which are in the connective tissue in the muscle and in the tendon. There's the Pacinean corpuscle which is responsive to pressure, and then there are the rufini endings on the surfaces of the joints, and the spindles. The golgi tendon organs, the pacinean corpuscles and the rufini endings are responsible for giving us information about what happens in our muscles. Some people call this proprioception. Some people use a more limiting term about kinesthesia, kinesthetics. But it does not give us the feeling of tension, of pressure, of movement, position of the body, of movement in our bodies. Sometimes we call this "muscle sense." When I was in Japan, I had the task of getting this idea of "muscle sense" across the language barrier. Let me tell you how I did it, it may help me to make my point now.

I would bring up a young man and a young woman student, stand one here in this place and the other one over here. I had them blindfolded and as they were blindfolded I placed into their hands first two objects of the same shape, but different weights. I would say, "Which is heavier?" Of course they could tell me. I'd say, "Un-huh! Muscle sense!" Then I placed into their hands a basketball. "What is it?" "Basketball," they'd say. And I'd say, "muscle sense." Then I'd have them hold their hand out and I'd put in their hand a knife or a matchbox. They'd close their hand around it and they'd say, "matchbox, or knife." Again I'd say, "muscle sense" and I was right.

From the position of our finders around an object, we get a stimulation from the muscles and from the joints and that gives us "up here" an impression of the shape of that object—it's called steriognosis, to those of you who like long words. The knowledge of shape, this comes to us through our muscle sense.

Then I would move the arms slowly and rapidly and I'd say, "What's the difference?" and they would say, "slow" and "fast." I'd say again, "muscle sense." Then I would put one hand up like this and I'd say, "put the other one where that one is." Pretty good, you see. How do I get this one up there where this one is? I get information of body position from the muscle sense of this arm and I can match it with this one, you see. Then I had my audience close their eyes, put their fingertips together. It works pretty well most of the time. I could, I think, defend the position that the muscle sense is the most important sense organ we have. Early in life before you learn what comes through your

eyes and through your ears, you get distance, you get ideas of distance and shape and form by moving around in your crib in one direction or the other. You begin to learn about your environment through your muscle sense.

What would the sun be like to a person, what would be his understanding of the sun, if he had never had been around an orange or a ball or around somebody else in the third dimension? Anyway you want to look at it. To the eye, the sun is nothing but a circle, is it not? Our total understanding of the third dimension comes to us through our muscle sense. Let me parenthetically divulge to you some of the ignorance of your predecessors in physical education.

Some of us are old enough to remember Swedish Gymnastics. Do you remember there was an exercise for every muscle of the body, that was Pehr Ling's concept of exercise. There was stretching. Then toward the end, they had some very complicated exercises which were supposed to develop the mind. "Right, forward, left, sidewards, upwards!" Complicated coordinations. And the harder they were, you see, the more important it was to develop the mind, Ling said. If it's a difficult coordination, that will develop the mind. That was the Swedish idea of the effect of exercise on the mind.

But you know in the 1920s, that was before most of you were born, American physical educators got to discussing what we call "The Jerks." So we threw out calisthenics and we brought in to replace it, dance and sports. And that became too much. The program of physical education. Of course, the horse, parallel bars, and rings all went out because that was too German. That was like a Trojan horse in our midst, you see. We threw out everything, unfortunately, not in every place, but in too many places.

But then our consciences began to bother us. What do we do for the mind of the men? So we trotted out some new ideas. We said this, "not only must the boy learn to play basketball, he must learn the rules of the game." That would certainly develop his mind. More that that, he should learn the history of the game. That will develop his mind and maybe the culture out of which it came. That will develop his mind. But that sends him to the library to develop his mind, doesn't it? And then some people got this idea: "Ah-folk dancing—Swedish folk dancing, preferably in costume. Somehow if you patter around on the hardwood floor—Swedish culture oozes up into your system." Those were some of the far-fetched notions about the way in which physical education develops the mind.

Now we'll turn to the "muscle sense." There is a much more direct way in which muscle sense develops the mind. The way I just described. How do we get our concept of the third dimension except through muscle sense? The world would be a flat world if we visualized it only through our eyes, and perhaps our ears. What would speed be to you if you had never moved rapidly or slowly? Actually you are the quality of the thought of the idea that you have about speed. If it was only what you saw, it would be a blur across the field of vision, maybe a swish past the ears. But because of muscle sense, we also have

the feeling of movement which we can add to our idea of speed, slow and fast. There are the ways in which "muscle sense," in which physical activity develops the mind of man—by the direct way, by enriching the concepts or ideas, and even the indirect or rather derived ways—the derived meanings of some of our words.

Let me illustrate what I mean. Here are two men; one of them goes to the gymnasium, the athletic field and pulls on the pulley weights, lifts weights and so on. The other fellow, all he does is the exercise he gets in straightening out his lumbago back. What does the word tension mean to these two people? Obviously the word "tension" gets its meaning not only from the dictionary, but all the experience with tension that he has had with his own body. Or, take two other men. One of them has to run to catch the ferry boat every morning. Sometimes he misses, sometimes he gets there and pants. Sometimes he gets there easily. The other man, his Cadillac takes him to the front door, he gets out, pushes the button, the elevator takes him upstairs. What is the real meaning to these individuals? The man who has missed the boat knows what it means not to be prepared, let us say for a conference. He just misses the boat and he misses his opportunity. What does it mean to be out in left field to a man who never played baseball? Can you see how our concepts, the richness of meaning of these words come from the fact that we've had these experiences with our muscles? That we've exercised, that we've run, that we've missed the boat and we made it, we panted and what not. These are direct ways in which physical activity enriches the mind of man.

Let's try something else. Will you, with me, say the word, "UP?" Now say "DOWN." Say "UP" and move your jaw down. Say "DOWN" and move your jaw up. Now try to say, "Point! Point!" Now say "Flat! Flat!" Now while saying "Point!" move your lips back. Now say "Flat!" and point your lips. Say "Spitz!" Say "Flack!" Now that's the German "spitz" for "point" and "flack" for "flat." Now say, "Spitz!" Now you're saying it like modern dancers because now you feel and say it knowing what you are saying. Now you are really pointing your lips. Now say, "Flack means flat." Now say "Flack." See, now you are saying it with more than your voice. You're saying it with your lips with your whole body in fact. And the meaning of the word comes partly from the muscle sense that gives you the entire interpretation.

I had the privilege of sitting under the man who made semantics famous. I remember that fellow. "Poor boy, an old man," he said, "Polish Jew." He could never say Christian, he always said, "God damn Christian." That was a compound word to him like, "Damn Yankee" is to some southerners. I'll excuse him for that. Probably he was persecuted in Poland as a Jew by the Christians. I can imagine that and maybe they were "God Damn Christians" in Poland at the time.

As I think back I had to pick off a few pearls as I was sitting in his lectures. Then, one day he told me something that was a real pearl. He said this: "When

you think, "three," pull something three times. Get the *feeling* of three." Stamp your foot three times, move something, wiggle something three times. I began to see what he meant. You should get the feeling of three as well as the word. "Up" you see is more than just a word. It's a feeling of going up or down or flack or point. In other words, you feel it with your whole body. This you see is the way in which this muscle sense contributes further to the rounding out of the concepts of up, down, point, flat or what not. But the kind of a world that you and I live in is changing. We don't say point anymore. We say the intersection of two lines and who can get a pin-prick feeling out of the intersection of two lines? You see, we're getting more or less abstract. Or we don't say, "up," we say "above" or "superior." And instead of saying, "three" what does "three" mean today? The national debt is around 400 billion dollars. Who can wiggle that off? Gives you the jitters you might say. In other words, we are living really in an abstract world.

Where does the average person have the opportunity to get experience of his muscle sense? The athletic field and the gymnasium maybe remain for him as the only place where he can get this experience. And I think you see what I'm trying to say. Physical education, the opportunities that we provide in physical education, perhaps are the remaining ones in this great world of automation and abstraction, in which we can actually get this ground level experience with muscles which help to enrich our concepts of thinking. To me it is no surprise that the men in this world whom we have learned to trust over the years were men who worked with their hands. Abraham Lincoln, the rail splitter. Teddy Roosevelt, my boyhood hero, who was a Rough Rider Cowboy, you might call him. We've had Presidents who have been athletic. We had one who sold neckties. I know, he also played the organ. But men who have been trusted a great deal worked with their hands. St. Paul was a tent maker. Jesus came out of the carpentry tradition. In other words, it seems almost as though the development of muscle sense has something to do with the development of common sense. Keeping our feet on the ground you might say, "reality" being real about it. I have a feeling that some of the cockeyed thinking in high places may be due to the fact that people lack these experiences with muscles as sense-components of their concepts.

I like to think of it this way sometimes. We talk about diets for man. He must have a balanced diet. He must have proteins, carbohydrates, fats, you name it, vitamins, minerals and so on. Similarly, our ideas or our concepts must have a balanced diet. Now the diet for our concepts is what comes to us through our very sense organs. In other words, the ideas we have are the result of what comes through the eyes, the ears, skin, smell, taste and muscle sense. And the muscle sense gives the strongest—a very strong fundamental complexion, or whatever you want to call it, to our concepts. And people who lack the muscle sense experiences are likely to have a deficiency diet in their concept formation. In other words, their concepts are like a man on a deficient

172

diet. I think that there is an analogy and a sound one, between diet for our body and experiences from our muscles, with our various sense organs forming the *mind* of man. And it is in this area, this slot (providing the experience of muscle sense) that you and I as physical educators make our contribution to man's mind, a very direct contribution. I believe the libraries are developing the eyes of man and the discrimination, whether he reads and so on. Let's leave the lecture hall for developing the ear sense. The gymnasium and athletic field are the places where the muscle sense develops. All of this contributes to the mind of man.

We've become rather conscious of this as we've gone into the field of neuromuscular relaxation. By teaching people how to relax, we are able to reduce, as near to zero as possible, the input into the central nervous system that comes from the muscles—not only the body muscles such as the biceps, triceps, arm and leg muscles, but also the tongue, voice muscles and the eye muscles. And I need only to tell you of one or two little experiences that we've had which will help you see that this all points in the same direction. We find for instance, that if a person can completely relax the muscles of his body, all the muscles of his body (virtually all of them) he can blank his mind, his thoughts stop. He doesn't think anymore. This was to me a rather astonishing experience because I was taught when I was a kid that you always think about something. Maybe all you're thinking about is "what am I thinking about," but you're thinking about that. This is no more true. If I relax all my muscles, I can blank my mind completely.

But maybe even a little more exciting and something you can practice on yourself perhaps is an experience that I've had. I'm not ashamed to admit it anymore, I sometimes talk to myself on the inside, or I hear music, I sing to myself inside (not that I make noise outside) but these things go on on the inside. You know, I listen to a radio program and it's got a little "ditty" (a very nice ditty you know), "a doublemint, chew doublemint gum, double your pleasure of doublemint gum." And I sing this over to myself on the inside. I don't want it but I keep on singing it. Now the advertiser likes it, but I don't. And I learned this, that if I relax the muscles of my tongue, my voice box and my eyes, just like that, it's all gone. To me this is a startling experience of the unity of body and mind. If I can stop what's going on "upstairs" here by relaxing the muscles "down here," I know that mind and body are one. And if I can relax this you see, I stop the input from the muscle sense organs in the tongue and voice box which keep my mind going. So you see there is much to be said for the idea that the mind and the body are one, and that the muscles have a great deal to do with the development of the mind. I'm not talking now about the control of mind over matter, the mind over muscle, but rather the control of muscle over mind. And this is the area in which you and I work.

Then there are other ways in which we make a great contribution to man. I'd like to speak a little bit about integration. Go to the zoo and stand in front of the monkey cage. Do something to make the monkey mad at you. And the

monkey won't only show you his claws, he'll chatter and you'll know the whole monkey is made. The monkey is really very honest. He shows it with his whole body, everything that he is, is angry. But go to an afternoon tea. Wear last year's hat and defend an unpopular cause, while you are there they'll say "darling." But you're afraid to go home before the rest do because you wonder what they are going to say after you leave. That is civilization. Man is really not very honest. He may think one thing and say another.

Now let's switch for a moment. Back in 1937, I had a woman in my class at the University of California who gave me an idea which I want to present to you today. In those days, some of you will remember, we weren't too merry about modern dance. Some of us swore by it and some of us swore at it. We are just that kind. And she was one that swore by it. And I said to her, "Tell me why you're so 'hep' on modern dance." There were about six or eight students in my office at the time. She said, "I'll tell you. I'm a lady and I'm supposed to make dainty steps and I'm supposed to be gentle and dainty in everything that I do. In modern dance, if I want to make a big move I can make a big move. If I want to stamp, I can stamp." What she was telling us is this: in modern dance she can think, fell and act as one. That is integration. If you think, feel and act as one, you are united, integrated, one. The monkey is integrating, the whole monkey gets mad. But at the tea party, you may wag your blood pressure one way, you gotta wag your tongue another way. You do not dare tell your boss what you think about him or you'll lose your job. That's civilization. I think you see what I'm driving at. Perhaps it's on the athletic field and in the gymnasium that we still have the opportunity to act in integrated fashion. You know, on only one little twig of the animal tree where man sits at the fork. I call it the "schizo" branch. There we act one way while we're thinking another. That is civilization.

Now we do not know exactly how much damage it does to man's mind to have to act in this split-fashion way, but we know how wonderful it feels when we can think and act as one. That's what this young woman was talking about and I think this is probably one reason why girls get more out of modern dance than boys do. You know it is manly to stamp you feet. It's manly to make big movements. But it is apparently not lady-like to make big movements. We have forced a cliche on our women, requiring them to be gentle and petite and this kind of stuff, when some of them want to feel big. They want to stamp and they have a right to. Sometimes we feel that women should not compete, they should not be strong and we do them a great injustice. I think it is fortunate we are giving our girls more opportunities nowadays. Also for competition, they are not "cry babies" when they lose, they merely have to learn not to be "cry babies." When my boy was 12 years old, he came back from the YMCA having lost his basketball game. He wanted to cry. We didn't say, "Bob, now quit. You can't do this." But we said, "Play more basketball, learn to control yourself." We've often not allowed our girls to do this because we have

misunderstood the role of women. In other words, women should have the opportunity to express themselves in strong movements. Let's say they should have the opportunity for integrated activity which we have sometimes deprived them of. And this is again an opportunity in the athletic field and gymnasium for all of us. Integrated activity. Maybe we could put it this way, that on the athletic field and in the gymnasium we have the healing balm of "monkey wholeness," something that gives us again the opportunity of being completely integrated.

I would like to direct your attention to some other ways in which physical education can make contributions to the total person. I like to think of it in this way, that physical education should have a program for men from age one or zero up to age 100. I think we have many ways in which we can help man at these various ages, and I have a feeling that we have done too little with the extremes. We worked with children from age, let's say, the fourth or fifth grade to high school. Now I'm not going to say much about what we should do with older people. I think much can be said about that. I understand that some of you have to run to another class and that's understandable. But I'd like to talk to you a little bit about what we have been ignoring perhaps in the earliest years of life. In order to make this clear, I know that some of you are thinking that they don't come to us in the earliest years of life. What can we do about it?

Well, let me make my point clear in this way. Let me think of you now as being a class of high school boys and girls in the junior and senior year of high. And one day I will come to you as your teacher in the field of physical education and I'd say to you, "This is a baby. Pretty soon you will have one of your own." And I'd be guessing pretty right, maybe already some of them have one of their own. That happens in some places. But I say to you now, "You are the physical educator for the first two years of life. I'll not be there to teach your child what to do, but you are there. And you can to an awful lot with this child in the earliest years of life before he comes to school." And I'd go on something like this: Very soon that child begins to wiggle a little bit, very early begins to raise his head. Now that child is telling you that its central nervous system and the muscle of its neck and shoulders is developed so it can do that exercise. Now your job as a physical educator for that child is to give it many opportunities to do this. Hold it out, let it arch its back. Let it find more and more ways of doing this exercise. I have a picture of my five-month old grandchild doing a nice push-up—not the men's kind, the lady's kind you know—she pushes up from the bed, arches her back, developing her arm muscles. Now your job as the educator is to give her more opportunities to push up. Give her something hard to push against. In other words, develop a program so she can do more of those things which she is capable of doing. A little later she will start to grab something on the side of the crib perhaps. And now your job as the educator is to give her more things to grab. This is called technically, "enriching the curriculum." That's a good phrase, you see (you've got to give it dignified language). You enrich the curriculum by giving the young child more opportunities to do these various

things, so give him something to grab in his crib, because now it is developing the shoulder muscles and the arm muscles. Of course a little later the child starts to stand up and then most parents think, "Now I must help my child," and they help the child to walk. So look what's gone ahead of it all these months—opportunities for enriching the program of physical education in the child.

Now the child is nearly three years old. He begins to climb and then jumps. He climbs up and jumps down before he jumps up. You see it takes more strength to jump up than down, but in jumping down and catching himself, he strengthens the muscles not normally used in jumping up. Now he's about three years old and one day when you're not looking he climbs up just a little bit higher on a bench, on a table, on a rock or something like that and says, "Ma, look!" And you look at that face over there and what do you see in it? A mixture of joy, excitement, and fear all mixed together. Now what are you going to do? "Oh, No! No! No! No! Let me help you down!" That's one kind of mother. Another kind, "Ok, Jump!"

I'd like to suggest to you that this is a very critical period in the life of that child. Are you going to say, "No! No! No! You'll hurt yourself, let me help you down!—Be careful! Be careful!—No! No! No! Let me help you!" Let's look at the child. This child—what can it do? He can jump. He can kick. He can cry. He can squeal. That's all you see in public anyway. He is limited, you might say, in powers of expression. He is limited largely to large muscle activity, but even though he is limited in power of expression, he has many or most of the feelings of an adult. He has the feelings of success—he doesn't call it by success but says, "I did it." He has the feeling of failure—he doesn't say I failed, he says, "I can't." He has the feeling of courage, "I'm courageous," he doesn't call it that—he says, "I did it." He has the feeling of failure. He doesn't say that, he says, "I didn't." Even though he is not able to express himself, he can't write a letter to the senator and that kind of thing, "I've been wrong"—he says, "I can jump."

And it is through whatever activity is available to us that we exercise ourselves and develop our feelings about ourselves. We sometimes call it the "self image" or knowledge about self." I think every child should have the experience of success, of having done something that is difficult because in this way he gains confidence in himself. He gets a feeling of self-confidence, or self-trust. This is a very important ability, an important quality in a person's life to feel that I can do something. In other words, in being able to jump, he convinces himself that he has something, he gains respect for himself. He gets a feeling of self-assurance.

Now these are big words, but the kid says, "I did it!" For a parent to be overprotective, "Be careful! No! No! Let me help you down!" is depriving the child of this opportunity of gaining self-respect. Somehow you project on other people the feelings you have about yourself. You see the importance of these

early years of life because, "As the twig is bent, so grows the tree." To me it is no surprise that very often the first child in the family is a timid one. Mother had too much time. "No! No! Be careful, be careful! You'll hurt yourself!" Later on with the second and third child mother didn't have as much time, you see, and after all the second child was raised by the first child in an entirely different environment. So I would like to suggest that the greatest goldmine for the development of personality, self-trust, self-confidence, which are so important in life, are in the first few years of life when the parent is the physical educator using physical activities to develop the mind and spirit of man as well as his body. And is it not good physical education for you as a teacher in the high school to tell this kind of a story to your youngsters who will very soon be the parents of two and three years olds? This is also "using" physical education. Physical education is much more than teaching people how to dance or something like that. But I must go on.

There are many other ways, I think, in which we can find that physical education can be helpful to man. And maybe just two other illustrations. I recall having been the speaker at Minot, North Dakota at a teacher's convention. And that night (the night before my talk); they had the annual classic football game beteen Minot, North Dakota and Fargo. I had the privilege of sitting on the bench with the Minot boys. They played a platoon system. The coach said something (I don't know what he said) but a bunch of boys streaked out there and others came back. They streaked back and forth across this athletic field playing football, and as the boys came back, they say next to me on the bench. They were glowing with satisfaction. They were part of something that was greater than themselves and they felt important to this cause. They were helping to win the football game for Minot. And I said to myself, "I wonder what happens when mother says to the same boy, 'Will you please get in some wood for the fireplace?' Does he streak out there and get that wood, or is this the same boy who hangs around the barber shop and the pool hall . . languid adolescence." What is the difference between the boy streaking out there on the athletic field and the one getting in the wood for the fireplace?

And then I asked myself some other questions. When the fathers of these boys who are now playing on the athletic field in North Dakota, were kids probably the family had taken on a farm and there was a mortgage on the farm, and the boy had to do the chores and knew right down well that when he did the chores and worked on the farm, he was helping to pay the mortgage. He was useful, he was part of a family cause bigger than himself.

When the fathers of the present generation of high school boys were youngsters, they probably had to help on the farm and when they did they knew that they were helping to pay off the mortgage on the farm. In other words, the fathers of the present generation of boys had a cuase that was greater than themselves and they felt important to that cause.

Then I thought a little more about this and I wondered where does the average

boy from the average middle class family today get the feeling that he is really needed? He knows that the bills will be paid at home even though he does not do anything to help. He knows that no great calamity faces his family is he shirks his responsibility. Perhaps the basketball team, the baseball team, or the football team is the one place where he can really feel that he is needed and you know each of us needs to feel needed. They feeling that we are really needed brings out the best that is in us. Somehow, the feeling of being needed breeds loyalty.

I recall very well a story told us by the late Professor Jay B. Nash. When one summer his family was contemplating a trip to Europe, his 12-year old son said, "I can't go Dad." When he was asked why, he said, "You know, I have to pitch for my softball team." I'm not sure whether Professor Nash ever persuaded his son that he should go to Europe, but certainly it shows us how the feeling of being needed tends to breed loyalty.

When I was in South Africa sometime ago, a father came to me and said he was worried about his son. When I asked him what was wrong, he said that his son was not working as he did when he, the father, was a youngster. Then I asked him what about rugby and lacrosse? Those are the great sports in South Africa. The father said, "Oh he gives everything to that." I said to him, "Don't worry, your son is now learning to give himself to something outside of himself. He's learning it on the athletic field. In time, he well transfer this feeling of loyalty to a cause outside of himself, to his family and to other causes. Because we must remembers that the athletic field is not only the place where muscles are trained or the respiratory system is improved in endurance, but also where the soul of the person, where his loyalties are developed, where he learns to give himself to a cause that is greater than self. Particularly this is true when he feels very important to that cause."

I think you can easily see the importance of the coach in this picture. You can see the coach who helps the boy to understand that he is working not for himself alone, but for his school, for his town, maybe for his country in the Olympics. He is giving himself to something that is greater than himself, not selfishly but unselfishly. That he is giving up some of his comforts, some of his more enjoyable phases of everyday life for this great cause, that is the cause of winning. You can see that the coach here has in his hands not only the development of the boy, as a physical organism, but also as a mental and spiritual organism.

But I must hurry to close. Let me, with just a few other illustrations, show how there are still other very important ways in which physical activities can help to solve some of the major problems of our world today.

One of our most serious concerns is that of juvenile delinquency. Can we help here? Certainly the city fathers need all the help they can get. How many boys would have never finished high school but for their enjoyment of athletics? I daresay there are men in this room who would be included in this statistic. What would have happened if you had dropped out of high school in

your second or third year? Could you not have very well fallen into the hands of gangs and become no account? Maybe even worse. Have we claimed full credit for what happens to a boy who has skill in a sport, gets on a team and consequently finishes high school? If the arithmetic teacher challenges his mind to finish four years, it is considered good education. I would say that similarly if football or basketball keeps him to graduate, it is a victory for education and an immeasurable service to the boy and to society.

There are yet other ways in which our skills and insights can reduce delinquency. Two stories will illustrate my point

One of my women students was employed in a retention home for wayward girls. Nearly a year after she quit her job, she got a phone call about 11:30 at night from two of the girls. The conversation ran about like this. "We ran away from the house. We won't go back until we can see you. Where are you? About 5900 North?" They thought she lived on the north side; in fact my student lived about 5900 South. But she said. "Wait till I come and see you." In the meantime she phoned the home and said, "Don't worry, I'll see that the girls get back." Then this young woman at 11:30 at night got into her little automobile and drove to 5900 North. That's the distance of something like 16 miles. And there she found the girls already in charge of some young men as might well have been expected. In a little friendly conversation, she advised them to go back with her to the home and they did Only because she had worked with these girls in the activities program, she had played with them, she had taught them many things that were enjoyable to them. Only because she had lived close to them in these things that she was able to help at this moment. And because she had lived so closely to them, she was able to influence their conduct at this critical moment.

And then there is the story reported to me by two of my former students who worked in a difficult area of Chicago, an area of Chicago where many buildings had been torn down and replaced by high-rise buildings but close by there still was much of the deep slum area. It happened that there were gangs in each of these areas and that these gangs had engaged in "rumbles." There was belly slashing. There was shooting. In one instance but for the intervention of a screaming woman, a boy would have been pushed out a fifth story window. One of these alumni was employed in the High Riser section. The other in an agency in the deep slum area. They got together to discuss a solution. "Let's bring the boys together," they said. And returning to their respective areas, they were surprised to discover that 70 or 80 boys were in each gang. These boys ranged in age from 10 to 18 years. Apparently after 18 years of age, they fall in love and have other kinds of problems. But the age group, age range from 10 to 18 seems to be the difficult period in which the "rumbles," the fights of games are most likely to take place. So they decided they had to elect representatives from the 8 to 10 groups, from the 10 to 12, and so on up to the 18th year group. And they arranged to bring them together. The two groups sitting each at a long table, the one adjoining the other. On one side the

representatives from Gang A, on the other side the representatives from Gang B. The first half hour looked like there was going to be a riot. As a precautionary measure, they had a cop stationed just outside, but fortunately he was not needed.

After another hour and a half of back and forth discussion across the table, one boy rose saying, "I talk not only for myself, but for my brother as well. He's still in the hospital. He had his belly slashed. We're ready to call it quits and shake hands." Then the meeting broke up and there was hand shaking all around. And one overheard this, "Are you the guy that shot me? No, that fellow over there did it." And then he shook hands with the fellow who shot him.

It may be that some of you have had experiences that parallel this. We can get more cops, but every cop is just another challenge, something to get around. We can get more playgrounds, but a playground may be just another place for another "rumble." But unless we get the kind of leadership in these spots, leadership which boys will respect, admire and confide in, nothing good can happen. A man who has played with these boys, who has taught them a Judo trick, who has coached them, one whom they respect for his athletic ability, that man can talk right into the hearts of such boys. In fact, they'll confess their actions to him, sometimes it may even be a bit embarrassing.

One of my former students working at the Sears Roebuck WMCA in Chicago, one afternoon had a boy look at him and say, "Oh, Mister, you've got holes in your socks, we'll help you." And the next day they brought him a pair of socks they had stolen from Sears Roebuck. What do you do in a case like that? The man who lives with these boys knows what to do. We must not expect social values out of the physical effects of the game. Calisthenics or baseball as such will not make an honest man.Basketball can make a score saver as well as an upright man. It isn't the game; it's the kind of leadership that goes with it. When we need social results, we must look for them in the social impact of a well liked leader of a boy or girl. Who is there to say that we in the area of physical education do not have the best opportunity for such relationships with young people? We have the key into their minds. We have the key into their hearts. Are we making the most of our opportunities?

If we can make this story clearly understood by all citizens and if we can do our part to actually make these things happen in the lives of young people, then a new image, a new respect will come for physical education. The new picture, the new image that I have tried to develop for physical education is that of a manifold and highly significant service to the individual and to society. One that ranges from the creation of a new facet of American culture to the development of personality with its roots in the earliest activities of childhood. An image that gives to muscle sense its rightful place as a contributor to the formation of concepts with which man thinks and reasons, as well as neuromuscular relaxation that improves his mental efficiency by removing distraction and unburdens his organism of the vitality draining effect

of tension-born disorders. An image that pictures our service to all ages using all forms of activity and all degrees of intensity. An image that shows us to have relief for man's greatest worries of the day, worries that range from backache to delinquency. This image is not a professional pipe-dream or mental mirage, it is born of science and verified in the life experiences of ourselves and those we would serve.

It is an image of which we may well be proud and to which each of us must dedicate his every talent to assure his translation into action. Because physical education is that which sees in measures insuring bodily health and the right kind and amount of motor activity, an avenue or approach through which the whole individual may be influenced for good, in mind and character, as well as in body. It employs the word physical to denote the means and not the end.

181

Man and Creativity

MARGARET H'DOUBLER

Before reading my thoughts to you I want to confess that I would be much happier if I were to work with you as a class of individuals, instead of you being a listening audience. A class situation would give an opportunity, with direction, for movement exploring and problem solving. The discovered meanings and values would then be your own, due to the kinesthetic perception of your own movement sensation. Information can be imparted, yes, but knowledge can never take the place of experience.

What I am attempting to do is to present to you a way of thinking about dance as an educational force when experienced as art creation in movement. It is a point of view that has affected my teaching and which led to the establishment of a dance major at the University of Wisconsin in 1926 and later to the master and doctoral degrees.

In preparing a case for dance as a full partner in the academic field, the concept of dance as art creation in movement suggests basic areas to study as guidelines to an understanding of dance as an educational force. They are concepts to teach by and to teach for, that are within the reach of everyone.

One of the many concerns of education, regardless of the subjects taught, is to prepare the young to live creative, productive lives in the society in which they must live, and which they may wish to change. The language, customs, ethics—all must be learned in ways that will result in knowledges and skills and values that will contribute to a society of well-adjusted individuals who have discovered a way of life that is worth living. In this perspective we can say, to teach is to educate and to learn is to become educated and that education is for living.

This thought suggests the necessity of being informed of the nature of our endowment for living, that it can learn and be molded to the demands of existence. But what is existence? What is life? What does it mean to be born?

To be born is to be endowed with a quickening life force, the human spirit, that animates us throughout our individual lives. Life is our heritage and its direction is to live.

Man of all creatures is destined to scale the heights according to his capacity for vision. He is born into an environment that is not designed for him; therefore, it does not satisfy him; this has challenged him to seek control over his environment and the universe.

A lifetime is spent in seeking an effective relation between man and nature, between man and his fellow man, and between man and the instrictive demands of his own complex nature. Within these interactions, human energy is gathered and released with varying degrees of force resulting in experiences that run the emotional gamut from great heights of ecstacy to the depths of despair. Individual endowment rounds this all out into a unique, thinking, sensitive, feeling, creative human being, and in the process man has civilized himself.

Although we may not be able to say what life is it would be difficult to imagine life except in terms of impulse, desire, action—vibrant with feeling and emotions. It is a reality to be experienced and the meaning found must be in one's own terms.

Since art is a man-made activity, we need to understand man, its creator. As teachers, we need to understand the nature of human materials with which we have to work.

Human biology informs us that our physical, intellectual and emotional resources are living systems within our organic nature. They exist as goalseeking, self-regulatiing, purposeful tendencies that direct human development toward an integrated whole, each system assuming its destined role. The skeletal system has a characteristic structure with its own purposeful principles of functioning. The muscular system also has its inborn principles which manifest rhythmic organiation and the nervous system, topped with its fabulous brain, functions as a communication and regulating system according to a destined plan—its function being to bring about a better adjustment to the demands of existence that life may continue. So interrelated are the physiological and psychological processes that there is no thought, feeling or act that is not affected to some degree.

These inborn tendencies to ultimate functioning and form exist as a built-in guidance system. they exist as psycho physical dispositions with powerful motives to action. They have meant survival.

Thus arrives a new life, born with an urgency to live and develop in accordance with its own genetic hertiage. At birth, this Mary—this John is a person with an individuality of its own. To preserve this individuality, and save it from herd-like conformity, is one of education's most important challenges.

From this source arises an awareness of being the possessor of an individual endowment, of having an existence apart from others similarly endowed. This

sense of "being" is "self," the conscious phase of our psychic nature. This "being," existing in relation to itself, this "me" within us is constantly seeking harmony between the instrinctive drives for living and the restraints of an evolving conscience and the impinging demands of other "me's." Then we might ask, not *who* am I?, but *what* am I? Am I this that answers to a name only? Then what is this inside that thinks and feels. . .rejoices and suffers . . .remembers and forgets?

But what has this knowledge to do with the teaching of dance? It means that we should approach its instruction with a belief in and knowledge of the capacities and abilities for individuality; that the students are integrated personalities, sensitive and responsive, and capable of evaluating their own movement experiences, intelligently and aesthetically.

Such knowledge gives us confidence in the ability and value of learning through conscious experiencing, and in the artistic validity of creating from consciously evaluated experience. Of course, science certainly cannot make art but it can contribute to a truthful art.

To understand movement as an art medium, it is necessary to understand man's instinctive adaptive behavior by which he has survived. Our inborn drives to think, feel and respond motorly are nature's plan for living. To live is our heritage. Our mental and physical responses are living, driving systems within our organic nature. They exist as a creative psychophysical mechanism that operates with an instinctive intelligence of its own that the primary nature instinctively obeys. It is a source of natural strength, ever present and ready to serve when called upon, with patterns of behavior that are its own, and which are the source of all human behavior. As an example, recall the demands made upon you to rush to a meeting, perhaps you had to run for a bus and missed it. You decided to cross the street and were caught in a rush of traffic and were forced to make your way back to the curb, sensing movement all around you. Finally you arrived safely at your destination, thankful that you made it. Such a reminder will help students realize that the movements of dance draw upon the same resources as the movements used in everyday living patterns, only the reason to move is different.

Students need this knowledge to be able to command their body instead of yielding to the impulse to move without direction and control.

Especially is such truthful factual knowledge needed for art production for evaluating and selecting and directing. Improvement is impossible without informed effort. The source of this knowledge is movement itself. We are our own laboratory textbook and teacher. I realize there are many who believe that scientific knowledge and methods used to explore the basic material of one's art are detrimental to the creative art spirit, and to know the truth about the facts is cold and without warmth, and that the mental capacities of intuition and emotion are the only sources of feeling. Neither the facts as truthful information or undisciplined feeling can lead to full understanding. Understanding is a fusion of appropriate feeling and truth. Science does not

denounce emotion or intution or devalue inspiration, on the contrary, it opens up new areas of truth and wonder that enrich and expand the aesthetic nature. Before dance can be appreciated as a particular art, we need to have an understanding of the nature and conditions of art in general.

My interest in art as an educational force is not only in its objects for forms, but in the fact that art is a man-made activity. What is it in human nature that gives rise to an impulse to fashion objects of beauty as he sees beauty, out of sights seen, things touched, movements sensed, sounds heard? A possible explanation is that due to the biological necessity for survival, based on meaningful and valuable experience, an interaction between self and environment occurs wherein something of value is experienced.

Art is the only medium man has for expressing and communicating values and meanings found in everyday living experiences, values that are sensed as the result of the contact of man's mind with reality. They are qualities that reach beyond actualities and have more than ordinary significance and strength. They give rise to such heightened feeling states that their vitality demands a release into some form perceptible to the senses. This urge is the art impulse, and the special kind of experience that awakens the response is an aesthetic reaction. This experience does not possess a material aspect. It exists only as an inner image of the mind. To give it expression, it must be given an outward observable form which will communicate the significance of what the imaginative mind created. This is the creative act. An unfiltered return as a copy would reveal little individual preference and selectivity. Art creation begins with experiences offered by the outer world or by the experiences of the inner subjective world of one's own mind. Regardless of the source, the creative art act begins with the perception of sensation, followed by the imagination seeing possibilities of a satisfying "new reality," the form of which must be organically related to the change in concept. Man can fashion only as he knows. Thus it is that expressive art forms cannot escape being organically related to activities of the developing mind.

The developing artist, like the developing race, passes through the same progressive stages of artistic development and achievement, and it is important that each stage develops naturally from the preceding one and contributes to the advancement of the following one. Art, therefore, is a type of human behavior. It is dependent upon man for its creation and execution, and man is dependent upon his art to represent him to embody his ideals and visions. The story of art is the story of man's personal and cultural evolution, its forms changing as man changes. Regardless of its many manifestations, the basic impulse remains the same. . .a deeply sensed need for expression and communication. It must be studied as a human activity. Art is a human necessity.

To create suggests the entire process whereby things and ideas that did not exist before are conceived, given form and brought into existence. A mystery seems to surround the nature of the creative act. The average person rarely

uses the word to describe his own capacities. He thinks of creative ability as the special gift of the artists and of geniuses in other fields. He has little understanding that the creative process is nature's basic principle of survival and growth. How important to know that its principle is imbedded in the very structure and functioning of man's *biological* nature and that these principles are biological principles before they are art principles. Man's survival is evidence of life's creative principle of goal seeking and problem solving to meet the demands of existence.

Since creativeness has its source in nature's plan for survival, we must view it as an innate capacity possessed in some degree by everyone, and when the capacity one has is permitted to be carried to its simplest production, it can be as psychologically satisfying as the efforts of the more gifted.

The creative process is the same, whether dealing with problems of daily existence or with the art act of giving form to the aesthetic values discovered in these experiences. Creative activity is a relating of values into new organizations of forms that, for the doer, never existed before. Creative effort is present whenever the creative mind is at work, no matter what the field of endeavor may be.

Creative effort stimulates the intellectual and emotional and physical growth, by challenging one's abilities to discover new meanings, make selections and organize them into an expressive form.

Our inborn creativeness is our most human trait and to preserve and nourish it is one of education's greatest concerns. Creative activity, then, is a doing, a manipulation of materials which may be either thoughts or things. It combines knowledge of things one has at the moment, revealing a personal relation to them. It is this identification of self with one's own acts that is the significance of creative effort, and it contributes as much to a complete integration within the self. This is because, when engaging in any type of effort with a creative attitude, the individual is forced to face the content of his own personality and make selections from it. He seeks to identify himself with the ideal meaning of his experiences and in so doing, he is forced to exercise critical judgment of self. Creative results usually are accompanied by a heightened self-awareness and with it an element of discovery of self. From each new creation one gains new knowledge, revealing new meanings and values that are applicable to his personal development as well as to his artistic growth.

In summary, then, the ultimate value of any art as a creative activity and production is its vitalizing effect. This vitalizing effect is experienced when working at any endeavor with a creative attitude. What is this attitude, then? Essentially, it is accepting the content of one's own personality in relation to the task at hand, selecting from it, and exercising critical judgment in seeking the meaning of one's own experiences.

Every art has its technique for fashioning its forms that are determined by the demands of the physical forces of its medium. Just as the painter struggles with color-brush-and surface, and the musician with tone and instrument, so

does the dance struggle with the complexities of joints, bone-levers, nerves and muscles.

Since dance is art creation in movement, all the factors concerned with human motion are very much the concern of the dancer. The skeleton with its system of bone-levers and joints makes possible an endless variety of movement, which makes us realize how broad its technical study for dance can be. But the skeleton, being an inanimate structure, cannot initiate its own actions. It cannot start or stop itself. To be put in motion, it depends upon action of the attached muscle system which in turn is dependent upon the nervous system. Our neuromuscular system is a physiological behavior equipment possessing reflex paths and an infinite variety of activities than can be developed. It is highly modifiable and needs to be educated "by doing."

This knowledge is basic to the understanding that a movement, by nature, embodies and reflects the nature of the nerve stimulus. Especially is this important to the instructor when evaluating students' efforts in solving a movement problem. It is also important to the student in becoming aware of his own reactions and being capable of evaluating his results through self-critical examination. Much helpful information concerning the skeletal structure, the nervous system and muscles can be had from lectures, the laboratory and the use of charts and models, but knowledge stops here. It cannot supply sensation by which movement can be known. All that we can individually know, must be fashioned by ourselves out of kinesthetically perceived sensations of our own acts. Again we are reminded that we are our own laboratory, textbook and teacher.

To discover the principles upon which the body moves as a physical object is to discover the body's own technique—how it can and does move—what to expect and how to get it, which is basic to building one's own style of movement.

As a result of man's endowment for moving structurally and rhythmically, human motion appears in patterns of ever-changing linear designs, which in dance serve as silent agents of communication and expression. They please the senses and delight the mind, resulting in aesthetic responses.

Students need opportunity to discover for themselves the movement possibilities within the range of the skeletal structure and to become aware of the associated feeling states that are evoked by their own acts.

With knowledge and sensitivity, students learn to choose and direct their own movement responses. Their selection is intelligent and individual and usually is accompanied with a sense of achievement. Such a learning experience places the responsibility upon the student. He learns to evaluate for himself the meanings and values he discovers and to initiate appropriate movement responses. It is within these responses that is revealed the student's understanding of the movement problem as originally set up. He becomes aware of how he is reacting to his own movements, thus becoming identified with them in a subjective-objective relationship between himself as the subject of his moving

body and his body—a relationship between the "knowing subject" and the "object known" forms the structure essential to a vital learning experience in any field, for the subjective phase of experience can act creatively only as it is interactive with the stimulating forces.

To want to dance is the desire to experience aesthetic values in movement. There is kinesthetic pleasure in sensation of haste, of strength, of moving through space, of leaping in defiance of gravity and falling in obedience to its pull, and in the heightened pleasure of abandoning oneself to a stirring rhythm and the satisfaction in just obeying the impulse to move. But when does movement become dance? In the light of what has been discussed, we can say that movement becomes dance when its factors are intentionally formed and executed to evoke aesthetic feeling states. Thus, movement is the source of meaning as well as the medium for expressing and communicating. This means that when he is dancing, the dancer's movements communicate back to him, and he must be constantly aware of them and their effect upon him. If the dancer is not stimulated by the truth and beauty of his own movements, there will be no communication either to the dancer or to an observer, if an observer is present. This kind of concentration is the secret of projection. Both the dancer and the audience must be aroused to an aesthetic reaction, for the feedback into consciousness completes the creative integrating act.

Thus dance may be considered a neural projection of inner thought and feeling into movement, rhythm being the mold through which the creative life flows in giving its meaning form. The vitalizing and revitalizing effect of creative effort and production is the ultimate value of any creative art experience. Through creative experience, one's acts come to have significance for the slef, the basis of character. Movement being such a vital experience, it is to be expected that when experienced as an art medium, dance can play an important part in the enrichment of an individual life.

Until a student understands his own subjective control of his body, he is likely to be inhibited in his movements, resulting in self-consciousness, a state of awareness that is not due to a lack of sensitivity and feeling but to the inability to maintain the movement in an objective form of its expression. It is the rhythmic organization that supplies the needed principles of organization and discipline, for it demands obedience and sustains effort.

To understand rhythm, we need to understand the nature of nerve-muscle action. It is the alternating contraction and relaxation of the muscle function that is the basis of rhythm. Bodily movement, therefore, implies muscle action which manifests itself in a period of action followed by a period of rest. Within these two phases are elements of time and force—some long, some short, some strong, some weak—in accordance with the nature of the nerve impulse. It is how these two factors of time and force are proportioned within a given movement that determines the rhythmic structure of that movement.

Analysis, if approached with the spirit of investigation and discovery, should

result in an enrichment that is something more than the original experience due to the clarification of understanding and faith in the truth of its reality.

Rhythm needs to be understood as a form-giving and sustaining principle in all our acts, those of everyday tasks, athletic skills and movement used in the production of all the arts; for it is movement that brings them into existence. Rhythm is the mold through which the creative life flows in giving form to its expression.

Because dance makes its appearance in visible moving patterns, there is often the mistake made in thinking of its forms only as movement discipline without an appreciation of the contributions that have preceded. Consequently, in many instances, major emphasis has come to be placed on isolated skills and stylized gestures and steps instead of on creative effort. Too intense a pursuit of excellency of execution in the early stages of study demands a kind of effort that is likely to dull the mental activities of sensitivity, intuition, spontaneity and creative imagination—those psychic forces of the body instrument.

Although the kinesthetic and rhythmic approach to the study of movement is not based upon a prescribed system of steps and gestures, this does not mean its study is without direction and discipline. Its discipline is self-imposed by the application of the knowledge of the principles of human motion. Technique, as painstaking effort, should be worked for at every stage of development according to the students' need at the time. There is a definite training for the perfection of bodily movement in accordance with its structural principles and limitations. From such a study there gradually develops knowledge of the materials of dance and the relation that exists between tension and feeling qualities. With the body as instrument and movement as the medium, the student with what abilities he has at the time, shapes and executes movements that unite form and content. He can fashion only as he knows, but each resulting dance is truly an art creation for that stage of development.

Technique in its broadest sense refers to the whole process, mental and physical, which enables the dancer to embody aesthetic values into his compositional forms, brought into existence by disciplined movements. In this sense, technique, form and expression are three interdependent aspects of all art expression; for as soon as the message is expressed, it has been given a form and the form is brought into existence by movement. Technique is aesthetic engineering; it transforms aesthetic values into the material forms of their expression.

Beyond the knowledge of the structural determinants of movement and of the sensorial facotrs of rhythm and of the knowledge of the laws of motion as they affect movement, lies the message of the dancer.

The knowledge of kinesthesia and the deepening knowledge of movement and rhythm and of the relation between feeling and its movement expression are trends which are influencing the developing techniques according to forms that are inherent in movements because of body structure and function, rather

189

than techniques developed for visual appearance alone. A change in the technical study of dance naturally brings about a change in its theory and philosophy and vice versa. As a result, dance today is accepted as a creative art form, expressing and communicating the dancer's values as he knows them. The concept of contemporary dance is not a prescribed system; it is dance conceived in terms of all that we know today of its science, its philosophy and its claim to art. Perhaps it might be helpful and cause less confusion to think of our students as modern youth dancing instead of their performing "modern dance." For after all, any art form is modern in its time. Dance today is the contemporary phase of dance in its development toward greater universality.

Creative ability has many applications to life and can contribute much to improve the quality of living. It is a means of becoming sensitive to quality values in one's environment, not only as found in the arts but also as they can be observed in nature and human relations. Because of the nature of creative effort, participation in it can contribute to a heightened and critical awareness of life, not only in evaluating experiences but also in creating the forms of their expression.

Students bring a wealth of natural endowment to a study of movement. They come with a structure made for action and another for its perception and control control, a rich inheritance of reaction patterns and an innate love to move. What are we doing with this endowment? Nature adequately provides the means for self-expression through movement; education must provide the ways. Not until provision is made in the curriculum for creative activities can we hope to renew much-needed aesthetic sensitivity in our lives today and be freed from herd-like conformity. Although movement does not need mind for its existence, it does need mind for its clarification, direction and control.

To integrate oneself within a group and to cooperate intelligently with his fellow man, one first must feel the security and self-value which comes from integration within the self. Self-understanding is the basis of understanding other selves. The individual's culture as well as the culture of the social order is dependent upon man's ability to create and produce. These are human qualities which must be saved. To release and foster creativity is one of education's greatest challenges.

190

Outdoor Education: A Development in Curriculum and a Frontier for Health, Physical Education and Recreation

JULIAN W. SMITH

One does not need to gaze into a crystal ball to perceive what outdoor education will be as the future unfolds. There will be more outdoor education than ever before—growth in the kinds of programs currently underway—and some significant new developments.

In viewing outdoor education as it has emerged in the United States, a brief word should be said about the nature of this important emphasis in education. Outdoor education, as conceived here, has two major aspects: (1) education *in* the outdoors, which encompasses those learnings that occur most effectively in outdoor settings and (2) education *for* the outdoors which has reference to the teaching of skills, attitudes and appreciations necessary for satisfying outdoor pursuits and interests. In the first instance, the outdoors serves as a laboratory for learning and is an extension of the classroom. Learning is vitalized and motivated through the real and direct experiences that occur in outdoor learning environments. Classroom activities are supplemented through outdoor learning experiences, and some objectives of education impossible to achieve completely in the classroom, are realized through the "teachable moments" in nature's well-equipped laboratory. Freed from the limitations and abstractions of the

191

classroom, children and teachers engage in creative and exploratory experiences that lie beyond the four walls.

Education *for* the outdoors offers new opportunities for acquiring skills and interests which lead to lifelong satisfactions and which contribute immeasurably to the worthy and wholesome use of time. This aspect of outdoor education has special implications for health, physical education and recreation, for the teaching of skills and appreciations that have lifelong values is one of the major concerns of these fields of learning.

In this broad concept, outdoor education has been described as:

> a means of curriculum extension and enrichment through outdoor experiences. It is not a separate discipline with prescribed objectives, like science and mathematics; it is simply a learning climate offering opportunities for direct laboratory experiences in identifying and resolving real-life problems, for acquiring skills with which to enjoy a lifetime of creative living, for building concepts and developing concern about man and his natural environment, and for getting us back in touch with those aspects of living where our roots were once firm and deep.

One of outdoor education's major contributions is the development of an awareness of the natural environment and man's relationship to and responsibility for it through the use of all the senses. In this age particularly, when great numbers of people no longer have easy access to the open spaces with opportunities for outdoor learning and living, there must be planned outdoor experiences in educative process. This is the only way it will be possible for all to learn in nature's laboratory, both in and out of crowded cities. Thus, outdoor education has become a timely emphasis whereby learning in and for the outdoors is an integral part of education — inter-disciplinary in nature and relevant to many of the learning activities in a broad educational program.

No emphasis in education holds more potential for creating an awareness of the physical world and in helping learners relate to each other and to teachers than outdoor education. Direct experiences and problem-solving opportunities in the outdoor laboratory are basic to developing positive behavior toward improving the physical environment. Resident outdoor education, whereby students and their teachers use a camp setting for extending the classroom, contributes to the development of better human relationships. This kind of informal setting which encourages planning and working together has special implications for human ecology.

It is inconceivable that education for a quality environment can be effective except through the outdoor education approach, for there must be involvement of the learners in experiences that are meaningful and real. We know through research on learning that the teaching of abstractions and facts without direct, real-life and problem-solving experiences produces few results in changing and improving behavior and attitudes generally, and specifically

in regard to the improvement of environmental quality. The child who learns to love birds, trees, sunsets, or finds adventure and pleasure in camping, fishing, hunting, hiking, water activities, winter sports and other interests and pursuits which are dependent on outdoor resources is far more likely to become an active citizen who will fight to maintain an outdoor heritage which makes possible the things precious to him.

Education in and for the outdoors, interdisciplinary in nature and involving the fields of health, physical education and recreation, encompasses the appreciation arts and the manipulative skills. This broad sweep of activities which vitalize learning and prepare those who would engage in outdoor pursuits makes a major contribution in maintaining an optimum physical environment essential to quality living. It cannot be overemphasized that individual and group behavior is essential to balance in the ecological process — human and nonhuman — and requires an experiential curriculum which takes the learner into the outdoor laboratory and provides opportunities for solving problems of the environment.

A brief look at some of the forces that have given impetus to the ever-growing influence of outdoor education will help to view the developments that are occurring in this decade. Outdoor education as it is broadly conceived currently, has been shaped by some of the following influences.

1. The continuing search for learning experiences relevant to the needs and interests of the learner which are consistent with the nature of learning. Outdoor education, often unidentified as such in earlier years, was one of many innovations which provided direct and real learning experiences in what might be called a revolt from a "sterile" curriculum. In the United States, for example, outdoor education is one application of the thoughts of educational philosophers and curriculum specialists such as Dewey, Kilpatrick, Kelley, and others. L.B. Sharp of Life Camps, Inc., can be credited in expressing what has become accepted as a basic premise of outdoor education as it emerged in the late 1930s:

> That which can best be learned inside the classroom should be learned there.
>
> That which can best be learned in the out-of-doors through direct experience, dealing with native materials and life situations, should there be learned.[2]

In the period extending from the last 1930s to the mid-century, education in the outdoors was reflected in the growth of resident outdoor education with "school camping" as an acceptable way of extending the classroom.

2. The great surge of interest in many outdoor pursuits as a way to escape the tensions and boredom of cities and for the wise use of leisure has broadened the concept of outdoor education to include an emphasis on the acquisition of skills and attitudes necessary for quality outdoor recreation. Thus, education *for* the outdoors became another mission of outdoor

education, namely, to educate a generation of people who have lost contact with and an understanding of the natural environment. In the period of the 1950s the teaching of outdoor skills and sports began to become a part of physical education and recreation. This development has given all aspects of education, including health, physical education and recreation, a part of and responsibility for outdoor education.

3. The impending environmental crisis and the awakening of the public about the need for care and protection of the outdoors are giving a great impetus to outdoor education as a way of learning in the 1970s. The earlier developments in education that led to the use of the outdoors as a laboratory for learning and the urgent need to teach people to enjoy and appreciate the outdoors in participation in all forms of outdoor sports and component skills laid a foundation for the current concern about man and his outdoor environment. Outdoor education has become an effective way of educating in the affective and psychomotor domains, but reinforced by the cognitive to which outdoor learning adds depth of meaning. No other approach to education holds more promise for changing human behavior for the improvement of the quality of the environment than outdoor education. Those who love and appreciate nature and have a stake in the outdoors through participation in one or more interests and sports are not only finding greater satisfactions in living but will become guardians of the physical environment that is basic to their outdoor interests.

Outdoor education in this decade is showing growth in several of the established types of outdoor education such as the resident outdoor program and use of the outdoors as a laboratory for learning. There are, in addition, several significant new developments, some of which are in the secondary schools and colleges. Some of the programs and trends are briefly noted.

1. Outdoor-related classroom learnings and units of study that are included in the regular school curriculum, using appropriate outdoor resources and materials to enrich and enhance the learning environment. Much is being done in elementary classrooms and in the subject matter areas, such as science and social studies, in secondary schools through using outdoor resources in identifying problems relating to environmental quality, particularly in urban areas. Field investigations and trips to outdoor areas of special interest are becoming established instructional activities in many schools.

2. The use of the school site and nearby school and community properties such as farms, gardens, parks, recreation areas, forests, lakes, streams and other natural areas, as laboratories. Field experiences in such settings are appropriate in many subject matter areas and activities such as science, social studies, communication arts, mathematics, music, art and others. Nature centers, environmental studies areas and science field study centers are examples of the many kinds of outdoor laboratories that are developing.

3. Resident outdoor schools whereby students and their teachers use camp settings for learning opportunities achieved best in a camp community and

outdoor laboratory. This is one of the most sensational and effective forms of outdoor education and offers unlimited opportunities for learnings centering around social living, healthful living, work experiences, outdoor skills and interests, and the application of many of the school's educational objectives and purposes. On school time and as a regular part of the curriculum, the outdoor school serves to motivate and vitalize learning and contributes greatly to the development of good human relationships, better understanding between students and teachers, and opportunities for democratic living. The outdoor school thus has a greater dimension by combining outdoor learning with active participation in problem-solving in a "child's community."

4. The teaching of outdoor-related skills for outdoor interests and pursuits is a timely aspect of outdoor education. Many of the skills and sports connected with outdoor recreation pursuits have lifelong values and are appropriate parts of a broad program of physical education and school recreation. These include casting and angling, shooting and gun safety, boating, other water activities and water safety, archery and winter sports. Other special outdoor interests and hobbies are often associated with school subjects, clubs, intramural activities, and school recreation. Examples are lapidary activities, outing clubs, cane pole clubs, orienteering and compass games, science clubs, outdoor photography, astronomy, and others. In many instances, outdoor-related activities are conducted through the cooperation of community agencies, part and recreation departments, nature centers, and other local and state organizations. Examples are hunter safety courses, boating instruction, sailing, water safety, skin and scuba diving, skiing trips, junior and naturalist clubs, cycling, hosteling, canoe tripping, and creative crafts from native materials.

5. Adventure and work-learn experiences in outdoor areas for secondary school and older youth, such as the improvement of the land, forest and game management, construction of facilities, conservation projects to improve the natural environment, and learning outdoor skills and interests are challenging and effective forms of outdoor education. Somewhat reminiscent of the Civilian Conservation Corps during the 1930s, a number of school-sponsored programs of this type are proving effective, particularly for potential dropouts who do not thrive on the academic diet of the traditional secondary school.

There have been a few excellent programs in this phase of outdoor education, some of which have been stimulated by federally funded, innovative programs in the U.S. Such programs combine purposeful work experiences with practical applications of knowledge and skills in the subject matter areas and activities of secondary schools. An added dimension is adventure through exciting and vigorous outdoor activities. In secondary school programs particularly, challenging and exciting outdoor pursuits such as canoe trips, outpose camping downhill and cross-country skiing, snowshoeing and others add much to the outdoor experiences. Some adaptations of the Outward Bound programs seem to add desirable ingredients to outdoor education, particularly for secondary school and college age youth. The current interest in survival type programs and

activities is one of the dimensions of outdoor education that is attracting the interests of older youth and adults.

6. The increased interest of the public in all forms of outdoor sports and activities has prompted adult and continuing education and community recreation agencies to offer opportunities in outdoor education. Family camping clubs, for example, provide ways for those interested in camping and travel camping to acquire camping skills, information on campsites, historical and scenic attractions and practical information about planning trips, food preparation and the design of camping equipment. Displays of equipment, family camping shows, trading posts, and courses in family camping are features in an increasingsly popular development in adult outdoor education. Other examples include adult education courses in fly tying, lapidary activities, casting clubs, shooting instruction, archery, boating and many others.

7. There are an increasing number of outdoor education in-service education programs for teachers and leaders being conducted by local schools, colleges and universities and professional agencies. Most of these take place in outdoor settings where participants may have good experiences in the outdoors which will help develop self-confidence in outdoor teaching.

Outdoor education, as it is developing, is in keeping with the basic principles of learning and with the best curriculum practices. The "reaches" of outdoor education are inherent in the objectives of education and are implemented through direct and concrete learning experiences with the cognitive, affective and motor performance domains of education. Outdoor education appears to be making a unique contribution, however, in the affective domain. This is particularly significant in assessing the contribution of outdoor education to environmental quality. Some of the outcomes of outdoor education, as observed by many experienced teachers and administrators, are:

- better self-concept (self-realization)
- awareness of and respect for the natural environment
- adventure in learning
- better human relationships and more effective communications
- behavioral changes (social; teacher-student and student-student; care and protection and improvement of the physical environment)
- lifelong interests and skills for the constructive use of time
- creativity
- development of the inner man (spiritual)

Concurrent with the growth and trends in program development in outdoor education has been the impact on teacher and leadership preparation. There have been significant changes in the preparation of teachers and leaders for outdoor education in several directions:

1. The interdisciplinary approach and interdepartmental cooperation in the preparation at both the graduate and undergraduate levels, whereby

those interested in outdoor education are exposed to a wide variety of experiences in appropriate subject matter fields and activities.

2. Modification and adaptation of existing basic courses to include information and experiences relating to outdoor education.

3. More field investigation activities in appropriate areas of learning, such as science, social studies, art and others.

4. Student teaching and internships in schools and communities having outdoor education programs.

5. Graduate programs, in which outdoor education is an area of emphasis, for administrators, supervisors and coordinators of outdoor education. Examples of such major fields are HPER, curriculum, administration, elementary education, continuing education, and guidance and counseling.

There are and will continue to be an increasing number of good leaders who keep outdoor education as a practical and sound part of good education. There are many ways that strong leadership can be given to outdoor education. Professional education associations, recreation organizations, government, universities, industry and other interested groups and organizations representing education, natural resources and facilities, by working together, can provide leadership and the necessary resources in outdoor education for increasing millions of children and youth.

An example of national leadership is the Outdoor Education Project of the American Association for Health, Physical Education, and Recreation. The Project is a business-industry-education venture, which since 1955 has been a spearhead effort in leadership preparation, program development and the preparation and distribution of instructional materials. As a result, thousands of school and college administrators and teachers, physical education, recreation, camping and conservation leaders have been involved in workshops. Hundreds of new programs of varying kinds are now underway as a result of the Outdoor Education Project.

The Council on Outdoor Education of AAHPER is another example of a national effort to provide continuity in leadership and to offer a professional education home for those who wish to be actively engaged in the improvement of education through use of the outdoors.

The fundamental goal of education is to help the learner become a self-respecting and functioning citizen of society. It is questionable whether we can ever learn to care for the physical world until we have love and respect for our fellow men and at the same time have respect for ourselves as individuals. Self-respect is basic to respecting anything else. This is why human ecology must be foremost in the ecological spectrum. No fields of education have more potential for improving the self-concept of the individual than health, physical education and recreation.

Health, physical education and recreation have significant roles in outdoor education and much of the leadership to date has come from these fields. As

has been indicated, outdoor education cuts across the curriculum and many subject matter areas should be involved if the program is to be complete in the entire school. Administrators and teachers in health, physical education and recreation have a dual role which includes a major responsibility for teaching outdoor skills in the regular school program and being a member of the "team" as a resource leader in the use of the outdoors as a laboratory. In many instances, staff members in HPER are asked by school and college administrators to assume the responsibility for the direction or coordination of the entire program. In other instances, the leadership may come from science, elementary education, recreation, or other teaching fields. Some of the reasons why leaders in HPER can and should give leadership to outdoor education are:

1. They teach children in out-of-the-classroom and informal settings, and have opportunities to see the "whole child."
2. They have had more training and experience in such activities as outdoor recreation skills and camping.
3. The nature of health, physical education and recreation gives wider acquaintance with community facilities and leadership.
4. Much of the content and activities in these fields can be taught effectively in outdoor settings.

There can be no doubt that physical development, movement and active recreational pursuits are directly related to the acquisition of skills, attitudes, facts and concepts that result in desirable behavioral changes in man and in his relationship to the world about him. It is then especially in the realm of affective and psychomotor domains that health, physical education and recreation have strategic responsibilities in helping to keep man in harmony with his physical environment, as well as contributing to the enrichment of his own life through participation in healthful and wholesome outdoor pursuits. The development and maintenance of an optimum level of physical fitness and health enables the individual to cope more effectively with stress and with the complexities of living. Physical exercise such as walking, cycling and other vigorous outdoor activities makes the individual less vunerable to sedentary living, less dependent upon types of transportation which pollute the air, and more aware of the imortance of a good physical environment.

Play and games with their potentials for successful participation by all, regardless of ethnic, social and economic backgrounds, contribute much to the development of better human relationships—human ecology.

The learning and enjoyment of outdoor skills and sports which are dependent on the land and its resources give the individual a personal stake in a good physical environment which motivates him to action to protect and improve the outdoor heritage which makes his life rich and pleasant. Those who learn to fish, hunt, hike, camp, picnic, engage in water activities and enjoy countless other outdoor pursuits are more likely to have a concern for a quality environment and exercise their citizenship rights in guaranteeing it.

Physical education makes a major contribution to social and cultural goals

of education through many activities, including dance, play, competitive games and skill development, which all have a part in developing self-respect and respect for others. Playgrounds, open spaces and gynmasiums can be among the most effective laboratories for both individual and group development.

There are significant implications for health education in the broad approach to outdoor education. A healthy environment as a basis for optimum health of the individual has been a major concern of health education since long before the current emphasis on pollution, pesticides and other influences in a deteriorating environment. Who has for years pleaded the case for pure water, proper sanitation, cleanliness, nonabuse of the body by alcohol, narcotics and other drugs, and freedom from disease, but the health educator? All too often, however, health educators are not being involved in the current efforts to prevent the deterioration of the environment that now threatens the health—if not the very existence—of human beings. The complex problem of population control, the major cause of the environmental crisis, is of primary importance in a comprehensive health plan and program. Mental health is one of the most important ingredients in the human ecological process and there are significant implications for mental and physical relaxation from tension through outdoor interests and pursuits. Health leaders must play an increasingly important part in the united effort to solve the ecological problems — human and nonhuman.

Recreation in its broadest aspects has great potential for maintaining a balance in lift. It has been said that the creation and re-creation of man's values occur mostly during his leisure time. It is ironic that the societies which have afforded the greatest amount of leisure time for masses of the population have largely failed to provide adequate education for the wise use of leisure. Schools and colleges have a colossal task of educating for the constructive use of time, and the fields of health, physical education and recreation have major responsibilities in these important aspects of education.

Much more could be said about the relationships of HPER to outdoor education and the ecological spectrum. Countless examples in the individual fields could be recounted which would indicate how each contributes to improving the quality of living in an environment in which the individual is the central figure. These fields of concern are fundamental to the educative process. Indeed, learning principles are most easily applied in most of the curriculum activities relating to health, physical education and recreation because the human being and his behavior are the central focus.

Outdoor education could develop modern pioneers who will rebuild our land rather than pillage and destroy it. Vigorous programs of action and adventure will be far more important in building strong minds and bodies as well as improving the physical world than all the verbiage of the prophets of gloom. Knowledge and action are not incompatible — they are essential components of building a better society. Outdoor education offers the

opportunity, the incentives, the motivation and the spirit of adventure to create a citizenry that has respect for self — for all people — for the kind of a world that supports democracy and peace.

Our challenge is eloquently expressed by Aldo Leopold when he said that our job is "not of building roads into lovely country, but of building receptivity into the still unlovely human mind."[3]

Those destined to be leaders in health, physical education and recreation can find new frontiers in these fields through outdoor education, and in so doing, achieve many of the high goals of the profession.

FOOTNOTES

1. Julian W. Smith et al., *Outdoor Education*, 2d ed. (Englewood Cliffs, NJ: Prentice-Hall, 1972), p. 20.
2. L.B. Sharp, Introduction to *Outdoor Education for American Youth* (Washington, DC: AAHPER, 1957).
3. Aldo Leopold, *A Sand County Almanac* (New York: Oxford University Press, 1966), p. 220.

BIOGRAPHIES OF AUTHORS

Jesse Feiring Williams
Gulick Award Recipient-1939
Deceased-August 5, 1966

Jesse Feiring Williams received his A.B. degree at Oberlin, a ScD. degree at Rollins and then went on to secure an M.D. degree at Columbia. From 1919 to 1940 he was professor of physical education at Teachers College, Columbia University.

Dr. Williams served as president of the New England branch of AAHPER and as president of the American Physical Education Association from 1932 to 1933.

A prolific writer, Dr. Williams authored many books, among them *Healthful Living* and *Narcotics, the Study of a Current Problem.* Dr. Williams worked with Thomas D. Wood, M.D., in persuading the profession to accept the premises and principles of the Natural Program.

Dr. Williams died August 5, 1966.

Jay B. Nash
Gulick Award Recipient-1940
Deceased-September 20, 1965

A graduate of Oberlin College, Jay Bryan Nash served as a high school instructor, assistant superintendent of recreation, and assistant state superintendent of physical education in Oakland, California. After 10 years in the last position, he became associate professor of physical education at New York University, then chairman of the Department of Physical Education at NYU where he remained until retirement. After retirement Dr. Nash spent several years responding to college departments, divisions and schools of physical education which wanted to upgrade their administrative procedures. He was executive secretary of the New York State AHPER at the time of his death, September 20, 1965.

Dr. Nash served as president of the American Academy of Physical Education and of AAHPER. He was on of the intiators of Youth Serving Organizations. He served on the national committee of the Boy Scouts of America and Camp Fire Girls, Executive Committee of the first White House Conference concerned with Child Health and Protection. He was chairman of the Physcial Education Section of the National PTA and was an active member of the Association of American Affairs and the General Federation of Women's Clubs.

The author or coauthor of over a dozen books, he probably was best known

for his *Teachable Moments—A New Approach to Health, Physical Education—Its Interpretation and Objectives,* and *Organization and Administration of Playgrounds and Recreaction.*

Honors include: Phi Beta Kappa; Honor Awards, New York and New Jersey State Associations for Health, Physical Education and Recreation and Eastern District of AAHPER; Phi Delta Kappa, educational honorary fraternity.

Charles H. McCloy
Gulick Award Recipient-1944
Deceased-August 18, 1959

Charles H. McCloy served as president of the American Physical Education Association during the time when this Association was being changed to the American Association for Health, Physical Education and Recreation. He also was president of the American Academy of Physical Education and of both the Central and Midwest Districts before being elected to the presidency of AAHPER. While secretary of the research section of APEA, Dr. McCloy earned his bachelor's degree at Marietta College. Advanced graduate study was done at Columbia University.

Making research in physical education a respected effort by educators was an objective of Dr. McCloy, who accomplished his aim through use of modern statistical computations, his own research and direction of the doctoral studies in physical education at the University of Iowa.

Four years were spent by Dr. McCloy during World War II as expert consultant for all the armed forces. In this role, he planned and guided the efforts of each military branch as it developed its physical fitness program, including testing. In the area of international relations, Dr. McCloy spent 13 years in China working through the YMCA and Chinese National

Southeastern University. He wrote 84 publications for the Chinese in their language. He served on a dozen Chinese councils on education, health, and physical education including athletics and was editor of the Chinese journal, *New Education*. He was president of the Pan-American Institute of Physical Education and an honorary member of the International Federation of Ling Gymnastics and the International Federation of Sports Medicine.

Forty-three writings of Dr. McCloy were translated and published in eight languages. In addition to 127 publications in foreign languages, Dr. McCloy wrote 213 articles in 12 periodicals and 13 books in English.

Honors include: four honorary doctor's degrees; Phi Beta Kappa; Sigma Xi and the Chinese Honor Society, Phi Tau Phi; U.S. citation for World War II work; listing in *American Men of Science and Who's Who in America*. Dr. McCloy died August 18, 1959.

Mabel Lee
Gulick Award Recipient-1948

Mabel Lee was the first woman president of AAHPER and of the American Academy of Physical Education. She was also AAHPER's first archivist and recipient of its three top awards as well as founder or co-founder of professional organizations. Besides serving as head of the Physical Education Department at the University of Nebraska for many years, she taught or was an administrative officer in nine other institutions, including a year in Baghdad University.

She has been a representative to UNESCO, to the first White House Conference on Child Health and Protection, to the U.S. State Department's Conference on Associate Research Councils, to the physical education part of the Fulbright Committee on International Exchange of Persons, to the World Affairs Institute and to the German Association of Physical Education.

During World War II she served on many committees which helped with fitness programs (military and civilian) for women.

Mabel Lee has written scores of articles which have appeared in 35 periodicals and is working on her memoirs, *From Bloomers to Bikinis.*

Honors include: recipient of first McKenzie Award; Amy Morris Homans Fellowship Award; Hetherington Award, American Academy of Physical Education; Honor Fellow, AAHPER; only woman recipient in the field to receive two honorary doctor's degrees; inclusion in 17 biographical directories such as *Who's Who in America.*

William Ralph LaPorte
Gulick Award Recipient-1951
Deceased-January 14, 1955

In 1913 William Ralph LaPorte graduated from the University of Southern California with a B.A. degree in philosophy. Immediately upon graduation he was asked by the university president to head the budding Physical Education Department. During his 43 years there he expanded the department to include health and recreation and graduate programs for master's and doctorate candidates.

To increase his knowledge of physical education, Dr. LaPorte went on to earn an M.A. degree from his alma mater in 1915 and then furthered his education at Princeton and Columbia Universities.

In 1930 Dr. LaPorte became president of the College Physical Education Association. In 1934 he and John Bovard founded the Southwest District Association of the American Physical Education Association; Dr. LaPorte was its president. In addition to serving numerous education organizations during the 1930s and 1040s, Dr. LaPorte was president of the local chapter of the American Association of University Professors, the American School Health Association and the Pacific Coast Society of Directors of Physical Education in Colleges.

One of the projects with which Dr. LaPorte was most frequently associated was the directorship of a 25-year study for the College Physical Education Asso-

ciation. He also served as director of Physical Education Motion Pictures, a field which he was a pioneer. For many years Dr. LaPorte served on the executive board of the Pacific Coast Intercollegiate Athletic Conference and one year as its president. In addition, he was vice-president of the NCAA as well as president of the California division of the AAU.

Dr. LaPorte wrote numerous articles, was a contributing editor of the *Journal for Health, Physical Education, Recreation* and of the *Research Quarterly*, and co-authored 10 books.

Honors include: Active Fellow, American Academy of Physical Education; first Honor Award, Southwest District Association of the American Physical Education Association; member, four honorary fraternities besides Phi Beta Kappa; honorary doctorate, Pepperdine College; Honor Fellow, AAHPER.

Dr. LaPorte died January 14, 1955.

Rosalind Cassidy
Gulick Award Recipient-1956

Rosalind Cassidy's varied career included being a camp counselor and playground director, serving many professional and administrative roles and doing research in foreign countries. She served as president of the American Academy of Physical Education. She has both earned and honorary doctorates.

She is the author of three books listed by the National Education Association's *Sixty Best Educational Books*.

Honors include: Hetheringon Award; *Who's Who*; citations, memberships and listings in honorary societies.

Clair V. Langton
Gulick Award Recipient-1957
Deceased-April 19, 1973

Long before environmental protection became fashionable, Clair V. Langton was contributing to this vital field of interest. Even before he received his B.S. degree at the University of Michigan, he showed his concern for people and a healthy environment by working for eight years in Michigan community centers, the University's intramural and hygiene departments and the Michigan State Department of Health. After graduation, he accepted a position as director of health and physical education at Oregon State College. There he remained for 40 years and became dean of the School of Health and Physical Education, building one of the strongest departments in the country.

In those early years, he worked with the Oregon Sanitary Engineers, with the Indian Reservation program and with health workshops throughout Oregon and in Hawaii. In 1929, Dr. Langton helped found the Northwest Physical Education Association and also began 11 years of service on the Stream Pollution Committee.

He was soon thereafter elected to the presidency of the Oregon Physical Education Association. In 1942 the Northwest District of AAHPER elected him president and in the late 1940s he served a three-year term on AAHPER's Board of Directors. This was followed in the 1950s by his presidency of the Western College Men's Physical Education Society.

Dr. Langton found time to write many professional articles and textbooks.

Honors include: Fellow, American Public Health Association; *Who's Who Among Young Men in America, Who's Who in Oregon, Who's Who in the West, Who Knows—And What, Who's Who in America;* Honor Award and Honorary Fellow, AAHPER; Fellow, American School Health Association; AAHPER's W.G. Anderson Award; Charter Fellow, American College of Sports Medicine.

Helen Manley
Gulick Award Recipient-1958

Helen Manley did her undergraduate work at Wellesley College, with graduate study at Columbia University, New York University, the University of Wisconsin, University of California at Berkeley and Washington University at St. Louis.

Dr. Manley worked with the U.S. War Department as health consultant in Japan and this was followed by a series of health seminars around the world over a 12-year span. As senior specialist in health and physical education in the U.S. Office of Education, as executive director of the Social Health Association of Greater St. Louis and as summer lecturer on a score of campuses, Dr. Manley reached hundreds of teachers in many states. Dr. Manley has been recognized by six honorary organizations and has been the presiding officer in nine organizations including the American Academy of Physical Education. Dr. Manley was contributing editor for four publications and author and coauthor of five books.

Honors include: W. G. Anderson Award (for exemplifying best the philosophy of service to the profession and mankind); McKenzie Award (for contributing to the welfare of mankind), AAHPER; Hetherington Award, American Academy of Physical Education; named Woman of Achievement in St. Louis area in 1946 and 1956 and listed in *Who's Who Among American Women* and *Who's Who in Education*.

Neils P. Neilson
Gulick Award Recipient-1961

Born November 20, 1895, N.P. Neilson lived with his family in a two-room log house in Utah until 1914. After two years of college, he was employed as principal of a two-room elementary school. After this, he served one year as junior high school instructor and athletic coach in Logan, Utah; spent six months serving in World War I; graduated from Utah State Agricultural College in June 1919; and taught high school general science and physics in Brigham City, Utah. In 1920 he accepted the Thompson scholarship in physics and entered the University of California at Berkeley to work on a doctorate in physics; lack of financial resources, however, caused Dr. Neilson to resign the scholarship to take education courses for certification.

He served five years as head of the Department of Physical Education, Polytechnic High School, San Francisco, eight years as state supervisor of physical education, California State Department of Education and then as associate professor of education and of hygiene and physical education at Stanford.

In 1936, Dr. Neilson completed work for his doctor's degree (in school administration with a minor in history) at the University of California, Berkeley, and in 1938 he became executive secretary of the American Association of Health and Physical Education. For 18 years he served as head of the Department of Health and Physical Education at the University of Utah. After retirement in June 1964, there were five years of full-time teaching, then teaching the "Practicum Course" at the University of Utah where master and doctoral candidates plan their thesis and dissertation projects.

Publications include: *Physical Education for Elementary Schools*; Score Cards for Evaluating Physical Education Programs on the various school levels; Achievement Scale Books with Dr. F.W. Cozens; *Problems in Physical Educa-*

tion with Dr. Alice O. Bronson; and *Measurement and Statistics in Physical Education* with Dr. Clayne R. Jensen.

Honors include: Medal of Merit, Ministry of Health, Czechoslovakia; Fellow and Honor Award, American Physical Education Association; Honor Award, Society of State Directors; Honor Award, Utah Association of Health, Physical Education and Recreation; Honor Award, Utah Recreation and Parks Association.

Dorothy S. Ainsworth
Gulick Award Recipient-1960

Dorothy S. Ainsworth was educated in the public schools of Moline, Illinois; she received her Bachelor's degree from Smith College in 1916, the Master's and Ph.D. degrees from Columbia and an honorary Doctor of Science degree from Smith College.

Dr. Ainsworth has worked with the World Confederation of Organizations of the Teaching Profession, UNESCO, Pan American Congress and from 1962 to 1970 with the International Council on Health, Physical Education and Recreation in Sweden, Brazil, France, Ethiopia, Korea, Canada, Ireland Abidjan, and Australia. She was director of physical education at Smith College. She was president of the International Association of Physical Education and Sports for Girls and Women at its inception in 1953. Dr. Ainsworth also has been president of the National Association for Directors of Physical Education for College Women, AAHPER, and AAHPER's Eastern District Association.

Honors include: Phi Beta Kappa; Woman of Conscience Award, the National Council of Women in the United States; Hertherington Award, the American Academy of Physical Education; Medals, insignia, special awards, Honor Award of AAHPER, Eastern District and Massachusetts Association; honorary crosses from Sweden, France, Finland and Japan.

Dr. Ainsworth's life history has been recorded in a two-volume doctoral manuscript by Hazel Peterson at Ohio University in 1968.

Ruth Abernathy
Gulick Award Recipient-1965

Dr. Ruth Abernathy received her first degree at the University of Oklahoma and her master's and Ph.D. degrees from Columbia University. While a graduate student at Columbia, she was selected to teach physical education at Christodora, a settlement house on New York's lower East Side, with 3,000 student representatives from 49 nations.

She also has served as director of the University of Washington's School of Health and Physical Education and as liaison between the New York State Department of Education and public school administrators and teachers. She was professor of health and physical education at UCLA.

In addition to serving as president of AAHPER and working on or directing many of its institutes, commissions, committees and councils, Dr. Abernathy has served the American School Health Association, the American Association for the Advancement of Science and the American Public Health Association, Coauthor of four books and author of many articles, Dr. Abernathy has encouraged other people to write manuscripts.

Honors include: Honor Award of AAHPER; Fellow, American Academy of Physical Education; Distinguished Service Award, American School Health Association; Amy Morris Homan's Lectureship, National Association for Physical Education of College Women.

Elwood Craig Davis
Gulick Award Recipient-1965

Dr. Davis was born in Cheney, Washington on March 20, 1896. He received his B.A. Degree from the University of Washington, his M.A. from the University of Chicago, and his Ph.D. from Columbia University. He began his professional career by serving as director of physical education and athletics of public high schools in the state of Washington. Following these experiences, he served directorships at Pennsylvania State, the University of Pittsburgh, the University of Louisville, and at the University of Southern California. On three different occasions, Dr. Davis served as dean. Twice he served in the Navy, once in aviation and the last time as the director of physical training for the Third Naval District. After retiring from USC, he joined the physical education faculty at the California State University, at Northridge, California.

Dr. Davis has served as president of the following groups: a local chapter of American Association of University Professors; Pennsylvania State Association for Health, Physical Education and Recreation; College Physical Education Association. Southwest District of AAHPER; and Western College Men's Physical Education Society. He has also served as vice-president for Physical Education of AAHPER and of AAHPER's Eastern District.

Dr. Davis is not only an outstanding teacher and leader, he is also a prolific writer and the originator of the "Tape-the Leaders' Project" for AAHPER's National Archives. A few of his many book include *Successful Teaching in Physical Education* and *Health—Quality of Life*. Dr. Davis is also the co-founder and co-editor of *Quest Monographs* and the co-editor of *The Academy Papers*.

Honors include: Honor and Fellow, AAHPER; Fellow, American Academy of Physical Education; Hetherington Award, American Academy of Physical

Education; Honor Award, Pennsylvania State Association; Honor Award, Southwest District of AAHPER; W. G. Anderson Award, AAHPER; National Honor Award, Phi Epsilon Kappa; member, Phi Delta Kappa and Phi Epsilon Kappa; honorary patron, Delta Psi Kappa; *Who's Who in America.*

Minnie Lynetta Lynn
Gulick Award Recipient-1968

Minnie Lynetta Lynn was educated in the public schools of Burnham and Bellefonte, Pennsylvania, at Oberlin College with the A.B. degree, at Pennsylvania State University with the master's and at the University of Pittsburgh, Ph.D.

Dr. Lynn has served as administrator and teacher, University of Pittsburgh, director of Bouvé-Boston School and dean of Boston-Bouve College of Northeastern University. She has been graduate professor and visiting lecturer at the Universities of Southern California, Washington and Arizona and Pennsylvania State University' and has given undergraduate lectureships at such institutions as Skidmore College. She has been president of AAHPER and Eastern District represenative to AAHPER, as well as president and vice president of AAHPER's Eastern District.

Honors include: distinguished Alumna, Oberlin; Silver Service Medallion, University of Pittsburgh; Honorary Member, Alumnae Association, Bouvé-Boston School; Honorary Member, Eastern Association for Physical Education of College Women; Fellow, American Academy of Physical Education; Fellow, American College of Sports Medicine; Honor Fellow, AAHPER; Honor Awards of National, Eastern and Pennsylvania AAHPER; listing in *Who's Who in America, Who's Who in the East, Who's Who in American Education, Who's Who of American Women* and *Who's Who of Presidents, and Dean of American Colleges and Universities.*

Arthur H Steinhaus
Gulick Award Recipient-1969
Deceased-February 8, 1970

Born in 1897, the son of a physician, Arthur H Steinhaus attended high school in Chicago, received his bachelor and master degrees in physical education from George Williams College in Chicago and his Master of Science and Doctor of Philosophy degrees from the University of Chicago.

He taught biologic sciences, physiology, health, physical education and recreation and education at a variety of places, including George Williams College, Baptist Missionary Training School (Chicago), University of California, University of Colorado, University of Wisconsin, Northwestern University, University of Oregon, Michigan State University and Chicago College of Osteopathy. He also served as guest lecturer, International Congress of Physical Education and International Sports Students' Congress, 11th Olympics Games; member of National Council on Physical Fitness, 1943 to 1945; special consultant on physical rehabilitation, United States Navy, 1945 to 1947; dean of George Williams College, 1954 to 1961; Fulbright lecturer, Sport Hoshulei, Kolmungersdorf, Germany, summer of 1955; guest lecturer, First Olympic Academy, 22nd Olympiad and Olympics, Greece in 1961; lecturer, South African Association of Physical Education and Recreation in 1965, and consultant to South African Federation for Youth in Sport in 1968.

Dr. Steinhaus was a Fellow in the American Academy of Physical Education (president, 1943 to 1945), AAHPER (vice president, 1947 to 1948), American Public Health Association, (School Health Section), Illinois Association for Health, Physical Education and Recreation (president, 1948 to 1949) and Society of Fellows in Physical Education, American College of Sports Medicine (vice president, 1956).

The author of six books, Dr. Steinhaus also published articles in many journals and was a member of the Editorial Board of the *Journal of Physical Education*.

Honors include: Robert Gulick Memorial Award of Physical Education Society of YMCA's of North America; William G. Anderson Award of AAHPER; Clark Hetherington Award, American Academy of Physical Education; Honor Award of American College of Sports Medicine; Honorary Vice President, South African Association for Physical Education and Recreation; listing in *American Men of Science, Biographical Encyclopedia of the World, Contemporary Authors, Leaders in American Science, Leaders in Education, Who Knows and What, Who's Who in America, Who's Who in American Education, Who's Who in Chicago, Who's Who in the Midwest, Who's Who in the Western Hemisphere.*

Dr. Steinhaus died February 8, 1970.

Margaret H'Doubler
Gulick Award Recipient-1971

Margaret H'Doubler is regarded as the founder of modern dance in higher education. Upon earning the bachelor's degree at the University of Wisconsin, she began the climb to full professorship in the Department of Physical Education for Women at her alma mater. There she developed dance programs leading to the master's and doctor's degree and established Orchesis, an honorary dance group.

Eventually, she inspired teachers not only throughout the country but also in foreign countries. Part of the appreciation of her ideas paralleled her creation of the lecture-demonstration. She held the first college dance workshop in the United States.

Margaret H'Doubler is the author of numerous article and several books, her first being *A Manual on Dancing*. She wrote the entire dance section for the *Encyclopedia of the Arts*.

Honors include: Member, several honor societies; Honor Award, Wisconsion Association for Health, Physical Education and Recreation; Heritage Honoree, AAHPER Dance Division; Honor Award, Fellow,

AAHPER; Fellow, American Academy of Physical Education; Honor Award, University of Wisconsin.

Julian W. Smith
Gulick Award Recipient-1972
Deceased-June 23, 1975

Julian W. Smith, who was known throughout America as "Mr. Outdoor Education," was largely responsible for developing and promoting the broad-based interdisciplinary concept of outdoor education which we know today, and for developing most of the present outdoor education leaders in schools and institutions of higher education.

He began his career as a one-room rural school teacher, became principal and coach of his home community high school and then principal of Lakeview High School, Battle Creek, Michigan. It was at that time the opportunity came for pioneering in the first resident outdoor school program, which took place at the W.K. Kellogg Foundation Clear Lake Camp.

Dr. Smith became state director of interscholastic athletics for Michigan, and then was appointed assistant state superintendent of public instruction for health, physical education, recreation, and outdoor education in the Michigan Department of Public Instruction. He developed many unique outdoor education programs, some in cooperation with the State Conservation Department and the Kellogg Foundation. This position was followed by his appointment to the College of Education at Michigan State University where he served as professor in the Department of Administration and Higher Education.

Through his leadership, the American Association for Health, Physical Education and Recreation realized the potential of outdoor education and, in 1955, initiated the Outdoor Education Project, with Dr. Smith as director.

Dr. Smith served as vice president of AAHPER and as staff liaison for the Society of State Directors.

Of his many books, *Outdoor Education*, of which Dr. Smith was the senior author, is the best known publication of its kind in the field of outdoor education.

Honors include: Phi Delta Kappa; American Academy of Physical Education; Honor Awards, Michigan AAHPER, Society of State Directors of HPER; Nash Conservation Award; Camping Hall of Fame; Headley F. Dimoch Award, American Camping Association; Leadership Award, New York State Outdoor Education Association.

Dr. Smith died June 23, 1975.

217